DOCUMENT RESUME

ED 292 966	CE 049 893
TITLE	The Admissions Process: Staff Development Handbook. Interventions Based upon the Study of Adult Educational Development. Educational Development Task No. 1: Adults Making the Commitment to Return to School.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	May 85
NOTE	251p.; A product of the Lifelong Learning Program. For related documents, see CE 049 890-895.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Admission (School); *Admissions Counseling; Adult Counseling; *Adult Students; Career Education; Higher Education; *Reentry Students; Resource Centers; *Staff Development; Workshops

ABSTRACT

This handbook consists of five staff training packages, four of which constitute a series of four one-half-day workshops for institutional staff--administrators, faculty, librarians, and student services staff--who work with adults returning to school. These training packages may be used independently, sequentially over time, or together for an intensive two-day staff development program. The last training package is for admissions office and support staff and is designed for a whole-day workshop and separate delivery. Each staff training package includes a complete description of the training program, including objectives and procedures for planning and setting up sessions, ordering materials, photoready copies of handout material, and workshop evaluation forms. The package on research findings introduces faculty and staff to research previously conducted on adult commitment to return to school and to the 15 interventions based on that research. The package on academic advising and counseling staff focuses on their role in facilitating adult formulation of commitment. The training package on adult commitment helps staff both to develop understanding of adult concerns relating to the admissions process and to promote adult learning during that process. The package on educational planning resource center focuses on training faculty and staff on the use of the center during the admissions process. The final package is designed to sensitize those working with adults during the admissions process to the interests, motivations, and apprehensions of adults applying for entrance to postsecondary institutions. Appendixes to each package contain handouts, transparencies where applicable, and other relevant materials. (YLB)

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The Admissions Process:
Staff Development Handbook

Interventions Based Upon the Study of Adult Educational Development:
Adults Making the Commitment to Return to School

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May 1985
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THE ADMISSIONS PROCESS: STAFF DEVELOPMENT HANDBOOK

Educational Development Task #1:
Adults Making the Commitment to Return to School

May 1985

Walter W. Adams, Project Director

Lifelong Learning Program
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ACKNOWLEDGEMENTS

The Appalachia Educational Laboratory (AEL) Lifelong Learning Program (LLP) staff would like to express their sincere gratitude to the administrative staff of both research sites who gave considerable portions of their time and their full cooperation during all phases of R & D for this project. These people are: at Ashland Community College (ACC), Robert Goodpaster, President, William Vice, Associate Director for Instruction, and Carl Lively, Assistant Director for Student Development; at Southwest Virginia Community College (SVCC), Charles King, President, Harold VanHook, Dean of Instruction, Armand Opitz, Dean of Student Services, and Donald Smith, Director of Admissions. In addition, particular thanks goes to the staff at both sites for their help in providing assistance and information during the research phase and to the division and department heads and staff who served as advisory group members.

Grateful acknowledgement is extended to Stephen Hamilton, Associate Professor of Education, Department of Human Development and Family Studies, Cornell University, for his expert guidance while serving as the project consultant for Educational Development Task #1.

Special recognition is extended to the program consultants who assisted LLP staff in the development of the training package interventions for task #1. Consultants include:

Sandra Barker, West Virginia College of Graduate Studies, who contributed significantly in the development and validation of the training packages on Research Findings and Adult Commitment.

Virginia Gordon, Ohio State University, and Eugene Wysong, University of Toledo, for their contributions to the Academic Advising and Counseling Staff training package.

Mary Richmond, Charleston University, for her work on the development and validation of the training package for Admissions Office and Support Staff; and for her general contributions to editing and revision of several additional training packages.

Norma Roberts, Ohio Department of Education, for her contributions as workshop presenter; and for her recommendations for the final review of the training packages on Research Findings and Academic Advising and Counseling Staff.

Sincere gratitude is also extended to LLP project staff for their work in planning, organizing, and conducting the R & D activities necessary for the development of these training packages. Staff includes David Winefordner, Director of the Division of Career Guidance; Phyllis Stowers, Associate Educational Development Specialist; and Kimberly Cowley, Division Secretary.

Appreciation is also extended for the advisory assistance to the LLP by the Consortium Group. Members include: Hocking Technical College, Nelsonville, Ohio--John Light, President, and Steven Miller, Director of Counseling; Parkersburg Community College, Parkersburg, West Virginia--Eldon Miller, President, Jeff Barnes, Director of Counseling, and Tim Beardsley, Counselor; Southern West Virginia Community College, Williamson, West Virginia--Gregory Adkins, President, Jerry Hardin, Director of Research, and Glen Prichard, Director of Student Services; Washington Technical College, Marietta, Ohio--Donald Neff, President, and Gloria Norris, Coordinator for Counseling and Career Placement; and Wytheville Community College, Wytheville, Virginia--William Snyder, President, and Ron Hash, Coordinator for Admissions and Records.

Walter W. Adams

Walter W. Adams, Project Director
Lifelong Learning Program

INTRODUCTION

In early 1980, the National Institute of Education directed the Appalachia Educational Laboratory (AEL) to conduct a Needs Assessment in the seven states served by the Laboratory. The purpose of this assessment was to have the people of the region identify what they felt were the most important educational problems facing them today so future R & D work could be directed to meet those needs.

As a result of this Needs Assessment process, AEL conducted research and development on lifelong learning.

The Lifelong Learning Program (LLP) research was concerned with identifying those factors that facilitate and those that impede adults in entering into and successfully completing postsecondary education programs. It was also concerned with helping postsecondary institutions make more effective use of resources and create more effective conditions for successful adult learning through development and validation of interventions designed to enhance the facilitating and moderate the effect of the impeding factors.

Five educational development tasks form the research framework. These tasks are: (1) making a commitment to return to school, (2) managing learning, (3) developing occupational competency, (4) planning for employment, and (5) becoming employed. Each task is sequential and involves the following R & D stages: context analysis, problem investigation and specification, intervention design, pilot test and revision, field test and product finalization, and first level of dissemination in consortium institutions, with dissemination to other institutions in the AEL Region and nationally as resources permit.

The potential impact of the LLP will give adults more control over the planning and management of their learning, help institutional staff understand the learning process from an adult motivational point of view, and provide intervention products and processes as a direct means to implement changes.

During the first phase of the LLP a research plan was developed, public postsecondary institutions in the AEL Region providing vocational and technical training for adults were identified, reviewed, and surveyed with respect to the research problem. Seven schools were visited, two of which were selected as research sites. An in-depth study of each of the two research sites was made to develop background information and understanding of each of the institutions in which subsequent R & D activities were to be conducted.

LLP research sites were: Ashland Community College, Ashland, Kentucky; and Southwest Virginia Community College, Richlands, Virginia. Five additional sites were invited to form a consortium that served in a review and advisory capacity and provided the first level of dissemination. These sites were: Hocking Technical College, Nelsonville, Ohio; Parkersburg Community College, Parkersburg, West Virginia; Southern West Virginia Community College, Logan, West Virginia; Washington Technical College, Marietta, Ohio; and Wytheville Community College, Wytheville, Virginia.

Task #1 involved the study of adults as they formulate the commitment to return to school. This task begins with the initial consideration of returning to school, continues throughout the admissions process, and concludes with being accepted and starting classes.

The basic question that guided the research and development for task #1 was:

> What factors facilitate and what factors impede adults in making a commitment to return to school?

The research focused on adults who completed, and those who did not complete, the admissions process at each of these research sites. The sample studied was selected from the total population of adults that met the following criteria: (1) 20 years of age or older, (2) interrupted educational experience, (3) no prior postsecondary, and (4) enrolled in at least two courses for five or more credit hours. The problem identification stage of R & D, focusing on the admissions process, was conducted at each research site to identify important areas to be included in the research. Also, instrument development and interviewer training for task #1 research was accomplished during this phase.

Research on identifying critical factors affecting adults in making the commitment to return to school was completed during the 1982-83 school year and is reported in the Lifelong Learning Program Technical Report #1. This research involved a study of adults at the Ashland and Southwest Virginia Community Colleges.

Research findings identified 93 impeding factors and 101 facilitating factors that were grouped into six categories as shown in Table 1 on page 4.

Table 1

Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School

Facilitating Factor Categories	**Impeding Factor Categories**
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information, services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators Encouragement from others	Apprehensions about self Handling multiple responsibilities Time management concerns

Interventions for Changing Critical Factors

The basic question that guided the research and development of interventions for Educational Development Task #1 was:

> What intervention(s) can be developed and used to enhance those factors that facilitate and to moderate the influence of those factors that impede adults in making a commitment to return to school?

This research question addresses the process of identifying, developing, and validating interventions to enhance the effects of the facilitating factors and moderate the effects of the impeding factors on adults in formulating a commitment to return to school. This question was considered at the Intervention Planning Meeting (IPM) held in July 1983 with key representatives of the research sites, the program consultant, and AEL project staff. The purpose of this meeting was to review the research findings and to identify the most promising ways of assisting adults in successfully completing task #1. As a result of this meeting, a wide range of recommendations for interventions was made and special follow-up meetings were scheduled at each research site. At these meetings: (1) the critical factors were reviewed in order to base the final recommendations for interventions on the findings for task #1; (2) each recommendation made at the IPM was discussed and evaluated; and (3) the recommendations that were most appropriate for each school were identified. The site meetings involved two rounds of discussion. This was to allow LLP staff an opportunity to "broker" the refinement of recommendations between both institutions to arrive at as many interventions as possible that could and would be used by both schools. The list of areas for the preparation of intervention resource materials agreed upon is as follows.

The Admissions Process: Administrative Handbook

Admissions Management Information Tracking System
Validation of Placement Tests
Toll-Free Telephone Access Number
Information Booth
Reading Level Analysis of Admissions Documents
Educational Planning Resource Center

The Admissions Process: Staff Development Handbook

Staff Training Packages:
Research Findings
Academic Advising and Counseling Staff
Adult Commitment
Educational Planning Resource Center
Admissions Office and Support Staff

The Admissions Process: Audiovisual Information Development Guide

Application Process
Academic Advising Process
Registration Process

Educational Planning Course

Instructor's Guide and Student Handbooks

The product design, pilot testing, and initial revision of these resource materials were completed and field tested in preparation for final revision and dissemination. Field test validation involved use of a post test evaluation design using qualitative methodology to assess the effects of the resource materials in producing positive changes in the critical factors.

This handbook contains staff training packages identified above and described below.

Staff Training Packages

This handbook consists of five staff training packages--four of which constitute a series of four one-half day workshops for institutional staff--administrators, faculty, librarians, and student services staff. These training packages may be used independently, sequentially over an extended period of time, or all together for an intensive two-day staff development program. The last training package is for admissions office and support staff and is designed for a whole day workshop and separate delivery. The titles and brief descriptions are as follows.

- Research Findings. Introduces faculty and staff to LLP research, findings, and interventions. A key concept delivered is that of admissions being a learning process for adults that is essential to the formulation of commitment.

- Academic Advising and Counseling Staff. Focuses on role of advisors and counselors in facilitating adult formulation of commitment.

- Adult Commitment. Helps faculty and student services staff develop understanding of nature of commitment characterizing success at the completion of task #1. It introduces and elaborates on the planning and deciding process as the mechanism for educational and vocational development.

- Educational Planning Resource Center. Focuses on training faculty and staff on the use of the Educational Planning Resource Center during the admissions process.

- Admissions Office and Support Staff. Intended for individuals in the following staff positions: office supervisors, receptionists, clerks, clerical staff, and nonstaff volunteers and students providing adults assistance during admissions. Designed to help sensitize support staff who have contact with adults during the admissions process to the interests, motivations, and apprehensions of adults during admissions. It focuses on helping staff understand and communicate with adults more effectively and establish positive and supportive relationships with adults at each step of the process.

The staff training packages include a complete description of the training programs including objectives and procedures for planning and setting up sessions, ordering materials, duplication of handout materials (photoready copy), and workshop evaluation forms.

The recommended sequence for delivery of the four professional level training packages is as follows. It provides for a two-day intensive staff development program or the same sequence can be followed for delivery over a more extended period of time.

Day 1	a.m.	Research Findings	large group
	p.m.	Academic Advising and Counseling Staff	large group
Day 2	a.m.	Adult Commitment	small group
	a.m.	Educational Planning Resource Center	small group
	p.m.	Adult Commitment	small group
	p.m.	Educational Planning Resource Center	small group

Validation data for these interventions can be found in the Lifelong Learning Program Technical Report #1.

STAFF TRAINING PACKAGE: RESEARCH FINDINGS

Introduction

This manual gives specific directions for conducting a training session for community college and other postsecondary personnel who work with adults returning to school. The workshop is part of the Lifelong Learning Program (LLP).

This workshop focuses on the research conducted on Educational Development Task #1 "Adults Making the Commitment to Return to School." The major purpose is to give a conceptual framework for the overall process involved in an adult making a commitment to return to school, both from the student's and the institution's point of view. The session introduces the critical factors found to affect adults as they make a decision to return to school and gives the research basis for the resulting interventions. Appendix D contains a brief description of the 15 interventions developed.

This three-hour staff development program is designed to be delivered during the morning session of a complete day-long workshop. The training package "Academic Advising and Counseling Staff" is designed for the afternoon session. These two workshops constitute a one-day training session for academic advisors and counselors regarding research findings and their roles in working with adults during the admissions process.

Purpose and Objectives of Workshop

The major purpose of this workshop is to increase participants' awareness and understanding of the factors which affect adults during task #1 in formulating a commitment to return to school. Specific objectives are to:

1. Strengthen participants' awareness and understanding of the returning adult student.
2. Give participants an overview of the research process used by AEL in the task #1 study of adults making the commitment to return to school.
3. Increase participants' understanding of the factors which impede adults in making the commitment to return, as indicated by research findings.
4. Increase participants' understanding of factors which facilitate adults in making the commitment to return, as indicated by research findings.
5. Enhance awareness of the complexity and varied effects of the facilitating and impeding factors found in the research and where these critical factors have the greatest impact during the admissions process.
6. Build a general understanding of the role of the research findings in developing interventions.
7. Introduce 15 interventions developed and validated to enhance the critical facilitating factors and moderate the affects of impeding factors.

Selection of Workshop Leader

In order to establish an objective and impartial atmosphere for considering the research findings and implications for local action, it is recommended that a consultant be hired to conduct this training session. This consultant should have competencies in the following areas.

- Background in educational research including qualitative methodology.

- Familiar with postsecondary and adult education curriculum and learning theory.
- Familiar with the admissions process including student services and academic advisement.
- Effective communication skills in a workshop setting.

It is further recommended that the leader deliver only this training package in any one day and be given at least two days preparation time well enough in advance to be able to become familiar with the resources and to make specific arrangements for training materials. If two different training sessions are scheduled for the same day, it is recommended that a different leader deliver the second training package due to the amount of information to be coordinated and delivered.

Workshop Assumption

The basic assumption of this workshop is that staff members are competent to perform their educational responsibilities and can develop insight into the life problems of adults to help them accomplish the goal for task #1. An effective facilitator or group leader will help participants draw on their own knowledge and experience in helping adults develop such commitment.

It is important for the leader to have a basic attitude of trust in each participant's worth as an individual and each person's potential to contribute to the workshop. The leader should function as a facilitator, not transform workshop activities into lectures or create the impression of being one who knows all the answers. The leader should be able to elaborate upon the workshop's outline with personal expertise and knowledge.

Each participant needs to be regarded as one who is responsible, has a vital role in helping adults, and can add valuable input to the group's activities. Each should be encouraged to engage in the workshop exercises through listening and sharing. Although part of the workshop necessitates lecture and giving information, group feedback and discussion should be encouraged whenever possible.

While receiving ideas from others, participants can be actively involved in what is happening and provide their own input. The goal of the leader is to introduce and cover the workshop concepts in an enjoyable, interesting, and creative manner.

Instructions for Workshop Planning

Total Hours of Workshop: Three.

Size of Workshop Group

A. This training package has been designed for large groups of 30-70 people. Participants include administrators, faculty, academic advisors, library staff, and student services staff. These groups can be accommodated by organizing the room in a classroom arrangement and, when appropriate, dividing into small groups of five or six people for discussion and sharing activities.

Facilities and Materials Needed

A. The training should be held in a comfortable room where participants can discuss informally and take part in small group activities without external distractions.

B. Chairs should be arranged in classroom style to facilitate discussion and to provide easy viewing of transparencies projected and poster sheets hung in front.

C. Teaching supplies and equipment needed:

   1. Overhead projector and screen.

2. Handouts (see Appendix B for photoready copies). For each of the handouts, select a different color if possible and record the color used for each handout in the appropriate sections of this training package. They include:

   a. Handout #1 - Workshop Agenda (color: __________).
   b. Handout #2 - Listing of Critical Factors Affecting Adults in Making a Commitment to Return to School, Organized by the Five Steps in the Admissions Model (color: __________).
   c. Handout #3 - Institutional Procedures During the Admissions Process (color: __________).
   d. Handout #4 - Influence of Factor Categories During the Admissions Process (color: __________).
   e. Handout #5 - Interventions for Vocational Development Task #1 (color: __________).
   f. Handout #6 - Evaluation form (color: __________).

3. Newsprint or large paper for making lists.

4. Felt tip markers for small groups (one per group).

5. Masking tape.

6. Pocket folders (9 2/3 x 11 1/2) to hold handout materials for each participant. The folder will fit a standard letter size file making it possible for participants to refer to workshop information easily. A file label with the title of the workshop can be placed along the front edge of the pocket folder to make easy reference possible.

7. Transparencies (see Appendix C for photoready copies). They include:

   a. Transparency #1 - Educational Development Tasks.
   b. Transparency #2 - Workshop Objectives.
   c. Transparency #3 - Adults Making the Commitment to Return to School.
   d. Transparency #4 - Participating Schools.
   e. Transparency #5 - Research Process: Context Analysis.
   f. Transparency #6 - Research Process: Problem Investigation.
   g. Transparency #7 - Research Process: Problem Specification.

Preparation for Workshop Leader

A. Review entire training package well in advance of planned delivery date.

B. Review appendices and relationship of content to delivery of training.

C. Make arrangements for preparation of transparencies and duplication of handouts in sufficient quantity.

D. Arrange for materials needed for training.

Suggested Agenda for Workshop (based on a half day--three hours)

I. Introduction of Training Session

Time required: Fifteen minutes.
Suggested time: 8:30 - 8:45 a.m.

II. Your Perceptions of Adults Returning to School

Time required: Fifty-five minutes.
Suggested time: 8:45 - 9:40 a.m.

III. The Research Process

Time required: Twenty minutes.
Suggested time: 9:40 - 10:00 a.m.
Break: 10:00 - 10:15 a.m.

IV. The Research Findings

Time required: Twenty minutes.
Suggested time: 10:15 - 10:35 a.m.

V. The Selection of Interventions

Time required: Twenty-five minutes.
Suggested time: 10:35 - 11:00 a.m.

VI. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 11:00 - 11:10 a.m.

VII. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 11:10 - 11:30 a.m.

Workshop Activities - Instructions for Leader

I. INTRODUCTION OF TRAINING SESSION

A. Time required: Fifteen minutes.

B. Methods:

1. Introductions.

2. Informal presentation of workshop.

C. Objectives:

1. To introduce the major purposes of the workshop.
2. To create a positive atmosphere of interest, concern, and open communication--a comfortable setting for mutual adult learners.
3. (Optional) To allow the leader and participants to be introduced to each other if they work at different sites.

D. Materials needed:

1. Handout #1 (color: __________), Workshop Agenda (Appendix B).
2. Transparency #1, Educational Development Tasks (Appendix C).
3. Transparency #2, Workshop Objectives (Appendix C).
4. Overhead projector and screen.

E. Specific preparation:

1. Review agenda for program overview.
2. Study workshop objectives relative to workshop content.
3. Review and organize your thinking about LLP description.
4. Prepare a list of participants, particularly if outsiders are expected to attend, for introduction and documentation purposes.

F. Steps for conducting introduction:

1. Introduce yourself and give a brief overview of the workshop, its purpose, and any necessary arrangements made for the session. Distribute Handout #1 (color: __________), Workshop Agenda.
2. Provide a brief description of the Lifelong Learning Program (refer to Appendix A for descripton). Use Transparency #1 in presenting the five educational development tasks.
3. Present and emphasize the workshop objectives using Transparency #2.
    a. To gain a better understanding of adults going through the process of making a commitment to return to school.
    b. To gain a general understanding of the research process utilized by AEL.

    c. To understand some of the critical factors that were found to facilitate and those found to impede adults in making the commitment to return to school.

    d. To learn where in the admissions process the factors appear to have the greatest impact on returning adults.

    e. To understand the relationship between the research findings and program intervention development.

4. If different schools are represented, ask participants to introduce and identify themselves by descriptive or department division, specifically in relation to working with adult students. Ask each person to state one result he/she would like to have from the workshop.

5. Summarize the group expectations and relate these to the purposes of the workshop. This will provide for a group concensus on the objective of the session.

II. YOUR PERCEPTIONS OF ADULTS RETURNING TO SCHOOL

A. Time required: Fifty-five minutes.

B. Methods:

1. Brief, informal lecture.

2. Group discussion.

C. Objectives:

1. To build group rapport and understanding.

2. To increase awareness of participants' ongoing contact with adult students.

3. To increase participants' awareness of their own attitudes and opinions as they relate to returning adult students.

D. Materials needed:

1. Newsprint or large paper (15-20 sheets).

2. Felt tip markers.

3. Masking tape.

E. Specific preparation:

1. Review and be able to elaborate on general ideas about adults who return to school (F 1).

2. Study activity F 2 and be able to lead a group of participants through each step.

F. Steps for conducting lecture and discussion:

1. Lecture:

    a. Use the following ideas to introduce topic "Your Perceptions of Adults Returning to School." Be sure to allow time for participant response and discussion as part of the exercise. You may want to elaborate in terms of your own experience and the experience of the institution where the workshop is being delivered.

    b. In recent years, more and more adults have been resuming their education to further develop their vocational skills. The recent economic climate has been an important factor in motivating both men and women to return to school. A typical postsecondary institution today serves a large number of students over the age of 21 who have varied educational and employment backgrounds.

        (1) What are these students like?

        (2) Are they like the traditional 18- and 19-year-old students?

        (3) Do they have the same needs and concerns as the younger students who have been the major focus in the past?

        (4) What about the skills and experiences these adults bring with them?

        (5) What motivates and supports them in their decision to interrupt their current way of life to return to the classroom where they may have had less than positive experiences? (Give time for participant response.)

2. Discussion:

    a. Ask participants to think about their own work settings. Approximately what percentage of the students with whom they work started postsecondary school 20 years of age or older? Encourage members to respond. What percentage are over age 35? Generate a discussion.

    b. Divide participants into small groups of four or five. Ask them to think about what these adult students are like. Consider two questions: Concerns, apprehensions, ability? and What motivates them to return to school? Ask each group to identify the characteristics they think best represent the adult student who is making a commitment to return to school and write these characteristics on a piece of newsprint or paper provided. Allow 15 to 20 minutes for small groups to generate responses. Each group should select a spokesperson who will write the responses and present the findings to the large group.

c. Circulate among the groups as they complete the activity and provide direction when necessary. Encourage brainstorming and the sharing of ideas.

d. Hang the completed lists at the front of the room and ask the spokesperson for each group to explain the characteristics identified by their group members. Engage all participants in a discussion of the findings. In leading the discussion, focus on the similarities and differences which emerged from the groups. Conclude by summarizing the ideas and results of this activity and describing a typical adult returning to school.

e. Leave sheets hanging on the wall until end of workshop so you can refer to information when appropriate and use in workshop summary. Sheets can be collected later for analysis and evaluation reports.

III. THE RESEARCH PROCESS

A. Time required: Twenty minutes.

B. Method:

1. Lecture.

C. Objectives:

1. To increase awareness of the complexity and scope of the research conducted on adults making the commitment to return to school.

2. To bring about a general awareness of the field research methodology used in the study.

3. To increase awareness of the different sources from whom/which information was collected.

4. To bring about an understanding of the process used in analyzing the information collected.

D. Materials needed:

1. Transparency #3, Adults Making the Commitment to Return to School (Appendix C).
2. Transparency #4, Participating Schools (Appendix C).
3. Transparency #5, Research Process: Context Analysis (Appendix C).
4. Transparency #6, Research Process: Problem Investigation (Appendix C).
5. Transparency #7, Research Process: Problem Specification (Appendix C).
6. Overhead projector and screen.

E. Specific preparation:

1. Review Appendix A and Steps F 1-15 to be able to describe the LLP research process--avoid discussion of research findings. These will be covered in next section.
2. Become familiar with transparency content and be able to use transparencies to help emphasize key research concepts.

F. Steps for conducting lecture:

1. The research on adults making the commitment to return to school (task #1) was conducted by the Appalachia Educational Laboratory to identify those factors that facilitate and those factors that impede adults in completing task #1 (show Transparency #3). This commitment process extends from one's initial consideration of returning to school to completing the admissions process and beginning classes.
2. Using specific criteria, AEL staff selected two postsecondary insitutions to serve as research sites. These schools are Ashland Community College in Ashland, Kentucky, and Southwest Virginia Community College in Richlands, Virginia. An additional five sites were selected to serve as a consortium group with the two research sites (show Transparency #4).
3. AEL staff conducted the research in two phases (show Transparency #5). The first phase was in an informal period of observing the admissions process and talking with administrative staff, instructors, and students. This enabled the researchers to gain a general understanding of adults engaged in task #1 so that appropriate interview guides and fieldwork strategies could be developed for use in the more formal research in the problem investigation phase.

4. Consultants were used to assist in the development of interview guides (show Transparency #6). Potential interviewers were screened, and two were selected at each research site. Interviewers were formally trained and were subsequently involved in pilot testing the interview guides.

5. The target group for interviewing consisted of all students who were 20 years of age or older; were enrolling for the first time; had freshman status; and had no previous postsecondary education. A random sample of those enrolled students who met the above criteria, and who were enrolling in at least two classes for more than five credit hours, were selected. A random sample of those students who met the criteria and failed to complete the admissions process were also selected for interviewing.

6. Interviews were conducted in person by a same-sex interviewer at each site and all interviews were audiotaped. Background information on each person interviewed was also obtained as well as a summary of each interview prepared by the interviewer.

7. A total of 29 enrolled adults and 13 nonenrolled adults were successfully interviewed and their responses included in the findings.

8. All interview tapes were transcribed verbatim. All responses to each question were then summarized and examined by the researchers. All factors indicated by the adults interviewed as having facilitated or impeded their making the decision to return to school were extracted from the transcripts for further analysis. A detailed description of the research procedures and findings can be found in AEL's Lifelong Learning Program Technical Report #1.

9. The interpretation of the research findings involved several groups (show Transparency #7).

   a. Advisory groups at both research sites.

   b. Key counseling and admissions staff at both sites.

   c. The consortium group for the Lifelong Learning Program.

   d. AEL Lifelong Learning Program staff.

10. The interpretation of the findings involved basically three steps.

    a. Prioritizing the critical factors generated in the adult interviews.

b. Categorizing the factors.

c. Collapsing the factors.

11. The advisory group members and key counseling and admissions staff at each research site prioritized the impeding and facilitating factors found in the adult interviews. The factors were first prioritized based on their criticality, and then on their amenability to change through intervention.

12. The consortium group was then convened and validated the factors as being representative of factors affecting adults making the decision to return to school at the other five institutions. In addition, this group categorized the factors by sorting them into groups which they felt related to the same concept.

13. A matrix was then developed showing how the consortium group members linked the factors together. Based on these interrelationships, the factors were collapsed into six general impeding and six general facilitating categories.

14. Thus, the original factors generated in the adult interviews remained unchanged, although they were ranked for their importance in affecting adults' decisions to return to school and for their amenability to interventions. The factors which related to the same general concepts were grouped together.

15. At this time ask for and respond to any questions participants might have about the research process.

IV. THE RESEARCH FINDINGS

A. Time required: Twenty minutes.

B. Methods:

1. Informal lecture and discussion.

2. Group exercise and discussion.

C. Objectives:

1. To build an understanding of the factors which impede and those which facilitate adults involved in task #1.

2. To increase understanding of the critical factors affecting adults in making the decision to return to school.

3. To increase participants' ability to integrate and apply the findings in terms of their impact on adults involved in task #1.

D. Materials needed:

1. Handout #2 (color: __________), Listing of Critical Factors Affecting Adults Making a Commitment to Return to School, Organized by the Five Steps in the Admissions Model (Appendix B).

E. Specific preparation:

1. Study Handout #2 and become familiar with facilitating and impeding factor categories and the specific factors.

2. Caution: Do not distribute Handout #2 until step F 4.

F. Suggested lecture and discussion:

1. Refer to the list of characteristics of adults returning to school which the group developed earlier in the workshop. Ask the group to keep these characteristics in mind and compare them to the research findings which will now be presented.

2. Ask participants, "What do you think is the most critical factor impeding adults in making the commitment to return to school?" Have participants share their perceptions.

3. "What do you think is the most critical factor facilitating adults in making the commitment to return to school?" Again, have participants share their perceptions.

4. Distribute Handout #2 (color: __________), Listing of Critical Factors Affecting Adults in Making a Commitment to Return to School, Organized by the Five Steps in the Admissions Model. Point out the facilitating and impeding factors for each step of the admissions process. Explain that the factors are ranked from #1, the most critical factor, to #93, the least critical factor. Allow several minutes for participants to scan the handout and generate discussion of the factors.

   Allow for 15 minute break. Have some influential person round up participants to start again.

V. THE SELECTION OF INTERVENTIONS

A. Time required: Twenty-five minutes.

B. Methods:

1. Informal lecture.

2. Group discussion.

C. Objectives:

1. To bring about awareness of the relationship between the research conducted and the interventions developed.

2. To help participants generate their own ideas of interventions based on the research findings.

3. To introduce the interventions developed.

D. Materials needed:

1. Handout #3 (color: __________), AEL Lifelong Learning Program: Institutional Procedures During Admissions Process, (Appendix B).

2. Handout #4 (color: __________), Influence of Factor Categories During Admissions Process, (Appendix B).

3. Handout #5 (color: __________), Educational Development Task #1 Interventions, (Appendix B).

4. Newsprint or large paper.

5. Felt tip markers.

6. Masking tape.

E. Specific preparation:

1. Study Handout #3 and be able to explain it to others.

2. Study Handout #4.

3. Study Handout #5. Refer to Appendix D for background information on each intervention to be able to elaborate upon the outline presented in this handout.

F. Steps for conducting lecture:

1. An often heard concern among educational researchers and evaluators is that the results of their studies aren't utilized. Millions of dollars are spent on research and evaluation each year; and yet the results too often end up in a report which is filed away or set aside on a bookshelf.

2. The original intent of the Lifelong Learning Program, however, was to conduct research on adult educational development including adults making the commitment to return to school (task #1) and to use the findings of that research as a basis for developing interventions to assist adults in making their commitment.

3. The research process and findings have been presented, and you have participated in activities involving these findings. AEL used these findings as a foundation for conceptualizing interventions.

4. Distribute Handout #3 (color: __________), AEL Lifelong Learning Program: Institutional Procedures During Admissions Process. Explain that, as a prelude to intervention development, AEL staff delineated five steps in the admissions process and established a relationship between the steps and critical factors. Distribute and briefly explain the five steps listed on Handout #4 (color: __________), Influence of Factor Categories During Admissions Process. Show how these five steps that adults go through during the admissions process correlate with the five-step institutional procedures on Handout #3. Point out that the factor categories are the same ones presented in Handout #2, with the critical factors listed for each.

5. Discuss individual steps (Handouts #2 and #3) to show possibilities for adult learning at each stage of the admissions process. Ask for ideas to present for an adult learning for each step of the process.

6. Focusing on one step of the admissions process at a time, encourage participants to brainstorm other types of interventions that could address the critical factors at that step. Encourage participants to share their ideas.

7. Have someone list on a sheet of newsprint the interventions mentioned. At the end of the discussion, summarize the interventions.

8. Distribute Handout #5 (color: __________), Educational Development Task #1 Interventions. Use the handout to briefly describe each of the 15 basic interventions. Refer to the descriptions of the interventions in Appendix D for background information.

9. Compare the group's intervention ideas listed earlier with the interventions developed by AEL. Discuss similarities and differences.

VI. CONCLUSION OF WORKSHOP

A. Time required: Ten minutes.

B. Method:

1. Summary remarks.

C. Objectives:

1. To give a sense of closure to the workshop activities.
2. To provide for a transition into a workshop related to another one of the 15 interventions (to be held during the afternoon).

D. Materials needed: none.

E. Specific preparation:

1. Be able to elaborate on the key concepts presented in the workshop and listed below in F 1-6.

F. Steps for concluding workshop:

1. Summarize or recap the major events, concepts, and content of what was learned during the three-hour session.
2. Briefly re-emphasize the research basis for the interventions developed.
3. Emphasize that adult learning during the admissions process is the basis for making the commitment to return to school.
4. Provide information regarding subsequent training sessions.
5. Respond to any final questions or comments.
6. Collect charts from wall and any group-recorded information that may be available for preparation of workshop summary as reported on issues covered and conclusions.

VII. EVALUATION OF WORKSHOP

A. Time required: Twenty minutes.

B. Methods:

1. Use of Evaluation Forms.
2. Brief explanation of the rationale of the evaluation.

C. Objectives:

1. To provide a method for participants to evaluate the session in a substantive way.
2. To develop information on whether participants understood and accepted the research findings, its conceptual basis, and its plans for interventions.

3. To collect data on what participants feel are the basic issues to be addressed in making appropriate changes at their respective institutions.

4. To collect whatever additional information participants would like to have regarding adults during the admissions process.

D. Materials needed:

1. Handout #6 (color: __________), Evaluation Form (Appendix B).

E. Specific preparation:

1. Study Evaluation Form and be prepared to answer questions if asked by individuals while completing form.

F. Steps for conducting evaluation:

1. Distribute Handout #6 (color: __________), Evaluation Form, and ask participants to fill out both sides.

2. Respond individually to questions participants may have regarding the evaluation questions.

3. Allow adequate time for participants to fill out the forms. Have someone stand at each exit to collect an Evaluation Form from each person as he/she leaves.

Appendix A:
Lifelong Learning Program Description

LIFELONG LEARNING PROGRAM DESCRIPTION

Perspective (Theoretical Framework)

The educational development of adults was selected as the framework for the LLP research because although educational and vocational-technical training programs differ in terms of content, the developmental sequence adults experience as a result of education and training is regarded as more uniform and consistent. This conceptualization makes it possible to conduct research at a limited number of institutions and to develop and test interventions that will be potentially useful across a wider range of similar institutions and programs.

In the LLP, adult development is defined in terms of Educational Development Tasks that describe the requirements adults must meet to be successful in entering and completing educational and vocational-technical training programs. These tasks are adults: (1) making a commitment to return to school, (2) managing learning, (3) developing occupational competence, (4) planning for employment, and (5) becoming employed.

An educational development task involves integrating knowledge in terms of subject matter content to be learned, including specific skills, with appropriate attitudes and values to meet the institutional-occupational requirements for a specific educational or vocational training program. Growth occurs through mastery of the essential elements of each task and the learner's readiness to move beyond the current task to the next one. The titles for the educational development tasks for adults in postsecondary educational and vocational-technical training are expressed in terms of the "functions to be performed" by the learner. A description of Educational Development Task #1 is as follows.

1. Making the commitment to return to school - covers the process of formulating the commitment to return to school and integrating and clarifying personal values in terms of knowledge about educational and vocational-technical opportunities for achieving career goals. The task starts at the point of initial consideration of formal preparation as a vehicle for self-development and continues throughout the admissions process up to the point of registering and starting classes.

Success for each task is based upon satisfactory completion of preceding tasks and the ability to demonstrate the higher level competencies required by the current task. The sequence of additional tasks hypothesized for successful completion of postsecondary educational and vocational-technical training is as follows.

2. Managing learning - involves managing personal responsibilities, scheduling time, and organizing oneself to meet the learning requirements for the initial courses in his/her program of studies.

3. Developing occupational competency - involves the major part of an adult's educational experience during which time he/she integrates the knowledge and skills being learned with the values and attitudes associated with the area of work or occupational objective being sought.

4. Planning for employment - involves accounting for all relevant factors including personal, family, and career through planning and managing the process essential to finding employment in an occupation related to his/her preparation and career goals.

5. Becoming employed - involves employer contact and negotiation to achieve a mutually satisfying work agreement or to advance in one's present position based upon new qualifications and to make provision in such an agreement for opportunities to continue to learn and develop through work.

Work on task #1 was initiated in September 1981 at two research sites: the Ashland Community College, Ashland, Kentucky; and the Southwest Virginia Community College, Richlands, Virginia. Five additional schools, representing three other states (Hocking and Washington Technical Institutes in

Ohio, Wytheville Community College in Virginia, and Parkersburg and Southern West Virginia Community Colleges in West Virginia) were included to form a consortium group to serve in a review and advisory capacity and to be involved in a first level of intervention dissemination.

R & D Methodology

The R & D process for each task typically involves the following stages: (1) problem investigation; (2) intervention design; (3) pilot test and revision; (4) field test and revision; (5) product finalization; and (6) dissemination to consortium schools, postsecondary institutions in the AEL Region, and nationally as resources permit.

The problem investigation stage covers the following three phases: context analysis, problem identification, and problem specification. The context analysis for task #1 involved using case study methodology which focused on the analysis of institutional policy and procedures and formal interviews with admissions staff and adults. This included examination of the roles and responsibilities of administrators, student services staff, academic advisors, and admissions and clerical staff in terms of their work with adults during admissions. The study also covered an indepth look at institutional requirements and procedures for admission and the information delivery systems associated with the admissions process.

An example of a context analysis activity is the study of the reading level for admissions documents. This analysis was completed using the Minnesota Educational Computing Consortium microcomputer software package "School Utilities, Volume 2." This program allows up to ten randomly selected 100-word passages from each document to be analyzed and provides the reading level for each and a total reading level for each of five reading tests.

The average reading levels of the documents considered are as follows.

- The college catalogs for both research sites averaged a grade 17 reading level on the five tests.
- The application packet for one site was rated grade 16.5.
- Program information brochures for one site ranged from grades 13-17 with a grade 16 average reading level.
- The admissions letters sent to prospective students for both research sites averaged grade 16.
- The student handbooks for both research sites averaged a grade 17 reading level.

These findings corroborate other findings developed through interviews with adults and, when analyzed, suggest that uncertainty and dependence are fostered as a consequence of providing written admissions information with high reading levels.

The problem identification phase for R & D stage 1 involved interviews with adults concerning their admissions experiences. Data collection instruments were initially developed and pilot tested based on interviews with adults during the context analysis and then formally used in the fall of 1983 with a sample of adults at both research sites who made it through the admissions process and registered for classes and with a sample who failed to complete the admissions process. This resulted in identification of 101 facilitating factors and 93 impeding factors. These factors were grouped during the problem specification phase of R & D stage 1 into six categories as shown below that affect adults in formulating a commitment to return to school.

Relationship of Categories of Facilitating and Impeding Factors
Affecting Adults Making a Commitment to Return to School

Facilitating Factor Categories	**Impeding Factor Categories**
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information, services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators	Apprehensions about self
Encouragement from others	Handling multiple responsibilities
	Time management concerns

These results contributed to specifying the Individual Procedures component of the Admissions Model shown in the lower portion that describe the learning content associated with adults developing the commitment to return to school. This refined conceptualization of the admissions process helped establish an alternative perspective for viewing admissions that helps to create greater balance between the institutional requirements for admissions and an individual's learning requirements for developing commitment.

Conclusion

The admissions process, when conceived as a learning process, can be a means for adults to transform more general interests in education and career enhancement into values and goals necessary in developing the commitment to return to school. Such a commitment, when comprehended and grounded in reliable information, can be stated in programmatic terms (i.e., an adult applying to a specific school, entering a specific program, and seeking specific outcomes). This involves personal transformation achieved through the interactive clarifying of knowledge and value to establish goals and develop a plan. A personal plan, as such, integrates knowledge about self, and the institution and programs selected, with a concept of a more desirable future to enable the learner to describe how he/she will be able to reach his/her goal. Learning, when viewed in this manner, illuminates the nature of commitment by structuring and energizing action in the present with reference to the future.

This conclusion reduces to the following innovation principle: **Institutions should cultivate the capacity to help adults engage in self planned, directed, and initiated learning throughout all aspects of the admissions process by providing information and services in a manner that will facilitate their developing a commitment to return to school.**

Appendix B:

Workshop Handouts

	Colors Selected
1: Workshop Agenda	______________
2: Listing of Critical Factors Affecting Adults Making a Commitment to Return to School, Organized by the Five Steps in the Admissions Model	______________
3: Institutional Procedures During Admissions Process	______________
4: Influence of Factor Categories During Admissions Process	______________
5: Educational Development Task #1 Interventions	______________
6. Evaluation Form	______________

SCHOOL ____________________
LEADER ____________________
DATE ____________________

WORKSHOP AGENDA

I. Introduction of Training Session

Time required: Fifteen minutes.
Suggested time: 8:30 - 8:45 a.m.

II. Your Perceptions of Adults Returning to School

Time required: Fifty-five minutes.
Suggested time: 8:45 - 9:40 a.m.

III. The Research Process

Time required: Twenty minutes.
Suggested time: 9:40 - 10:00 a.m.
Break: 10:00 - 10:15 a.m.

IV. The Research Findings

Time required: Twenty minutes.
Suggested time: 10:15 - 10:35 a.m.

V. The Selection of Interventions

Time required: Twenty-five minutes.
Suggested time: 10:35 - 11:00 a.m.

VI. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 11:00 - 11:10 a.m.

VII. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 11:10 - 11:30 a.m.

HANDOUT #2

LISTING OF CRITICAL FACTORS AFFECTING ADULTS MAKING A COMMITMENT TO RETURN TO SCHOOL ORGANIZED BY THE FIVE STEPS OF THE ADMISSIONS MODEL

Step #1 Admissions Process

Institutional Initiatives: Contacting Prospective Adult Students

- Contacting and Attracting Adults (through students, former students, staff, media, etc.)

Individual Initiatives: Responding to Initial Information About Learning Opportunities

- Receiving Information on School and Programs Offered
- Responding by Making Written, Phone, or Personal Inquiry
- Assessing Relevance of General Information
- General Personal Factors, Self Concept, Prior Learning Experience, Interests and Goals
- Personal and Family Circumstances
- Encouragement from Other Family, Friends, Students, Employer
- Referral by Education or Community Agency

Facilitating Factors

Financial assistance and improvement

24. Become financially independent
67. Veteran's benefits running out
87. Receiving unemployment funds

Institutional information, services, and opportunities

40. Newspaper releases about school and offerings
78. Vocational rehabilitation services

Encouragement from others

7. Immediate family encouragement
28. Friends attending or that attended school
34. Relatives attending or that attended school
51. Encouragement from students currently enrolled
55. Encounters with current or prior students
56. Age of children

Employment improvement

11. Desire for better life
12. Become employed
14. Desire for future job security
17. Get a better job
19. Have a better future
21. Currently laid off or unemployed
25. Encouragement from employer or work mates
30. Increase income
33. Find satisfying employment
38. Past work experience getting nowhere
41. Facilitate career change
47. Enter a specific occupation
57. Contribute to family support
59. Current job
69. Desire to be a professional
82. Get off welfare

Personal competence and better future

15. Personal improvement
16. Personal determination
23. Desire to succeed
26. Own motivation
29. Further education
37. Improve self-image
44. Have something meaningful to do
45. Doing something for self
49. Get a degree
64. The "right time" to return
68. Knowing what s/he wants out of life
70. Being more mature
75. Positive attitude toward life
83. Be able to do something well
89. Curiosity
95. Set example for children

Not related to 16 most critical factors

90. High school counseling services
91. Good comprehension
94. Community mental health counseling services
100. Had many of the courses in high school

Impeding Factors

Apprehension about self and learning ability

2. Low self confidence
7. Work schedule
8. Self doubts
15. Being out of school so long
25. Age
32. Having done poorly in high school
40. Afraid of having forgotten so much
44. Not being ready to return to school
55. Difficulty concentrating
74. Lazy

Handling multiple responsibilities

16. Caring for family
24. Having young children
52. Nature of work responsibility
64. Taking care of parent or sick children
76. Having teenage children
79. Having a child with learning disability
85. Recreational interests and activities

Time management

45. Stress from work

Not related to 15 most critical factors

54. Distance of home to school
81. Low energy
86. Phlebitis
88. Back injury
89. Gall bladder surgery

Step #2 Admissions Process

Institutional Initiatives: Informing Prospective Adult Students

- Providing Information
- Providing Application Materials
- Responding to Questions
- Interviewing

Individual Initiatives: Exploring Personal Relevance of Options

- Learning About Institutions and Programs (Location of school, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options)
- Exploring Personal Relevance and General Implications of Information (Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities)
- Clarifying Options Regarding Program Graduation Requirements
- Exploring Implications for Future (Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement)

Facilitating Factors

Financial assistance and improvement

87. Receiving unemployment funds

Institutional information, services, and opportunities

22. Admissions staff
61. College catalog

Institutional characteristics

88. Size of school
97. Attractiveness of building

Employment improvement

92. Past training

Personal competence and better future

65. Rebuild basic skills
73. The challenge
76. Intellectual ability
80. Success in getting GED
96. Ability to get along with people

Not related to 16 most critical factors

86. Good study habits

Impeding Factors

Apprehension about self and learning ability

2. Low self confidence
3. Not knowing what to expect
13. Doubt ability to do classwork
27. Afraid to compete with younger students
31. Afraid of not being accepted by younger students
51. Being able to do homework
63. Getting the brain working again

Confusion/unfamiliarity with institutional process

33. Unfamiliar with buildings, room, staff, and procedures
92. Initial greeting by faculty and staff (L)

Handling multiple responsibilities

9. Spouse's opposition or lack of support

Lack of information and services

41. Indifference of staff
62. Insufficient supply of college catalogs
90. Personal one to one contact

Not related to 15 most critical factors

35. Transportation

Step #3 Admissions Process

Institutional Initiatives: Evaluating Prospective Adult Students

- Receiving Application Information (Application Form, Transcripts, Medical Information, Test Results, Interview Data)
- Counseling
- Receiving Requests for Financial Aid

Individual Initiatives: Deciding to Apply for Program

- Understanding Program Requirements and Making Tentative Program Selection
- Setting Personal and Career Goals
- Providing Personal Information
- Seeking Information
- Seeking Counseling
- Understanding Institutional Information
- Planning Finances, Student Loans, Financial Aids

Facilitating Factors

Financial assistance and improvement

1. Lower aid programs
2. Lower education costs
9. Financial aid counseling services
36. Adequate personal or family finances
50. Employer financial assistance
58. Family financial support
81. Displaced homemaker program
85. Having a loan

Institutional information, services, and opportunities

3. School's counseling services
4. Programs offered
13. Admissions information
18. Program information
20. Information about school and programs
27. Knowledge about school and programs
32. Instructors
39. Atmosphere of school
42. Transfer program to four year institution
46. School's reputation
63. Tutoring services
66. Remedial/developmental courses
71. Accreditation

Institutional characteristics

5. Location of school
43. Availability of transportation

Employment improvement

8. Improve job knowledge or skills
10. Promotion or advancement
52. Opportunities for career exploration
53. Have sufficient income
60. Interest in special field of work
72. Employment experiences in field of interest
77. Start own business
84. Occupational knowledge

Personal competence and better future

54. Work on goal
74. Opportunities for social involvement
79. Intellectual stimulation

Not related to 16 most critical factors

93. More freedom than in high school
98. Pretty women
99. God's will
101. Had many of the courses in high school

Impeding Factors

Financial difficulties

1. Finances
11. Limited personal/family income
59. Becoming unemployed and losing income

Apprehension about self and learning ability

18. Being undecided about personal and program goals
42. Getting back into the routine of school
47. Forgot how to study
53. Feeling of having done poorly on admissions test
57. Afraid of not being accepted into desired program
66. Forcing self to learn again

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help

Time management

49. Time required to complete program on part-time basis

Lack of information and services

21. Lack of career plan
29. Not having talked to anyone
39. Having to take admissions examinations
90. Personal one to one contact 9L)

Step #4 Admissions Process

Institutional Initiatives: Admitting Adult Students

- Selecting
- Assigning Advisor
- Advising
- Orienting

Individual Initiatives: Finalizing Program Selection

- Receiving Academic Advising
- Understanding Learning Requirements
- Developing a Schedule
- Setting Learning Expectations
- Setting Time Expectations
- Planning Transportation

Facilitating Factors

Institutional information, services, and opportunities

6. Academic advising
62. Orientation program

Impeding Factors

Apprehension about self and learning ability

18. Being undecided about personal and program goals
22. Fear of not being able to "keep up"
34. Anxiety over being capable of doing the work
57. Afraid of not being accepted into desired program
67. Not being able to directly enter nursing program

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help
19. Access to information on programs
33. Unfamiliar with buildings, room, staff, and procedures
38. Access to school staff for information
48. Program requirements different than expected
84. Pessimism projected in nursing orientation
92. Initial greeting by faculty and staff (L)

Time management

58. Being able to complete program in 2 years

Lack of information and services

23. Finding and meeting advisors
30. Not having counseling
36. Insufficient time for counseling
41. Indifference of staff
50. Receiving conflicting information from advisors
65. Inappropriateness of orientation programs
90. Personal one to one contact (L)

Not related to 15 most critical factors

37. Math skills
56. English composition
71. Having additional classes recommended
93. Typing skills

Step #5 Admissions Process

Institutional Initiatives: Registering Adult Students

- Starting Records
- Preparing Class Rosters
- Receiving Funds
- Assigning Resources, Staff, Room

Individual Initiatives: Completing Registration

- Implementing Decision to Return
- Completing Registration Process
- Getting a Schedule
- Paying Fees
- Organizing Family and Work Responsibility
- Organizing Self to Participate in Class
- Organizing Self to Study
- Implementing Transportation Plans
- Purchasing Learning Materials

Facilitating Factors

Institutional information, services, and opportunities

22. Admissions staff
31. Instructor assistance
35. Registration process
48. Extra help from instructors

Impeding Factors

Financial difficulties

1. Finances
14. Not getting financial aid
28. Time required to secure financial aid

Apprehension about self and learning ability

60. Scared during registration
68. Shock of going to school full time
70. "Others seem to know what is going on"
73. Attitude and immaturity of younger students

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help
10. Becoming confused during registration
20. Getting the "run around" during registration
26. Registration process long and complicated
33. Unfamiliar with buildings, room, staff, and procedures
43. Access to counselors during registration

Handling multiple responsibilities

4. Scheduling classes around personal responsibilities
6. Time to do everything
7. Work schedule
12. Family conflict
17. Finding/keeping a babysitter
46. Finding adequate study time
75. Doing housework chores
83. Religious interests and activities
85. Recreational interests and activities

Time management

6. Time to do everything
7. Work schedule
80. Finding a place to study

Lack of information and services

5. Not knowing where to go for help
10. Becoming confused during registration
36. Insufficient time for counseling
41. Indifference of staff
61. Disinterest in prerequisite courses

Not related to 15 most critical factors by at least

35. Transportation
69. Parking at school #1
82. Social interests and activities
87. Walk up and down hill at school #2

INSTITUTIONAL PROCEDURES DURING THE ADMISSIONS PROCESS
(From AEL Lifelong Learning Program Admissions Model)

Institutional Procedures

Step 1 - Contacting Prospective Adult Students

Contacting and Attracting Adults (Through Students, Former Students, Staff, Media, etc.)

Step 2 - Informing Prospective Adult Students

Providing Information
Providing Application Materials
Responding to Questions
Interviewing

Step 3 - Evaluating Prospective Adult Students

Receiving Application Information: Application Forms, Transcripts, Medical Information, Test Results, Interview Data
Counseling
Receiving Requests for Financial Aid

Step 4 - Admitting Adult Students

Selecting
Assigning Advisor
Advising
Orienting

Step 5 - Registering Adult Students

Starting Records
Preparing Class Rosters
Receiving Funds
Assigning Resources, Staff, Room

HANDOUT #4

Influence* of Factor Categories During Admissions Process

*Type of Influence:

	Facilitating	Impeding
Direct =	XXXX	0000
Moderate =	xxxx	oooo
Slight =	——	----
None =		

Steps in Admissions Process

	1 **Institution:** Contacting Prospective Adult Students **Adults:** Responding to Initial Information About Learning Opportunities	2 **Institution:** Informing Prospective Adult Students **Adults:** Exploring Personal Relevance of Options	3 **Institution:** Evaluating Prospective Adult Students **Adults:** Deciding to Apply for Admission	4 **Institution:** Admitting Adult Students **Adults:** Finalizing Program Selection	5 **Institution:** Registering Adult Students **Adults:** Completing Registration
Employment Motivation					
Employment Improvement	XXXXX	——	XXXXX		
Financial Assistance, Improvement, or Difficulties					
Financially Able or Have Help	xxxxx	——	XXXXX		XXXXX
Financial Difficulties			00000		00000
Institutional Information and Services					
Receiving Information/Services	xxxxx	xxxxx	XXXXX	xxxxx	xxxxx
Lack of Information/Services		00000	00000	00000	00000
Institutional Characteristics and Processes					
Institutional Characteristics		xxxxx	xxxxx		
Institutional Processes		ooooo	ooooo	00000	00000
Personal Motivators and Apprehensions					
Encouragement from Others	XXXXX				
Personal Competence and Better Future	XXXXX		XXXXX		
Apprehension About Self and Learning Ability	00000	00000	00000	00000	00000
Personal Skills - Time Management and Handling Multiple Responsibilities					
Responsibilities	00000	-----			00000
Time Available			-----	-----	00000

HANDOUT #5

EDUCATIONAL DEVELOPMENT TASK #1 INTERVENTIONS

The Admissions Process: Administrative Handbook

Admissions Management Information Tracking System
Validation of Placement Tests
Toll-Free Telephone Access Number
Information Booth
Reading Level Analysis of Admissions Documents
Educational Planning Resource Center

The Admissions Process: Staff Development Handbook

Staff Training Packages:
Research Findings
Academic Advising and Counseling Staff
Adult Commitment
Educational Planning Resource Center
Admissions Office and Support Staff

The Admissions Process: Audiovisual Information Development Guide

Application Process
Academic Advising Process
Registration Process

Educational Planning Course

Instructor's Guide and Student Handbooks

Additional Ideas for Interventions:

HANDOUT #6

Name ______________________________
Title ______________________________
Division ______________________________
Department ______________________________

INSTITUTION ____________________
STAFF DEVELOPMENT WORKSHOP
DATE ____________________

Evaluation Form for Task #1 Intervention:
Staff Training Package: Research Findings

1. What are your general reactions to the research findings on the study of adults during the admissions process?

2. Do you accept the concept of admissions being a learning process for adults essential to their developing a commitment to return to school?

   Check one: Yes _____ No _____

   Why or why not?

3. Which of the interventions that were discussed do you feel hold the greatest promise in assisting adults in successfully completing task #1?

-over-

4. What additional interventions would you like to see developed?

5. What policy questions or issues do you feel need to be addressed by your school in assisting adults returning to school?

   Issue #1:

   Issue #2:

   Issue #3:

6. In what ways will these research findings affect your role as a staff member?

7. What additional information would you like to have with regard to adults during the admissions process?

Appendix C:

Workshop Transparencies

1: Educational Development Tasks

2: Workshop Objectives

3: Adults Making the Commitment to Return to School

4: Participating Schools

5: Research Process: Context Analysis

6: Research Process: Problem Investigation

7: Research Process: Problem Specification

EDUCATIONAL DEVELOPMENT TASKS

- **Making a commitment to return to school**
- **Managing learning**
- **Developing occupational competence**
- **Planning for employment**
- **Becoming employed**

TRANSPARENCY #1

WORKSHOP OBJECTIVES

- Educational Development Task #1
- Research process
- Critical factors
- Admissions process
- Program interventions

TRANSPARENCY #2

ADULTS MAKING A COMMITMENT TO RETURN TO SCHOOL

- Initial consideration of returning to school

- Continuation through admissions process

- Concludes with being accepted and starting classes

TRANSPARENCY #3

PARTICIPATING SCHOOLS

Ashland Community College
(Research Site)

Hocking Technical College

Parkersburg Community College

Southern West Virginia Community College

Southwest Virginia Community College
(Research Site)

Washington Technical College

Wytheville Community College

RESEARCH PROCESS

CONTEXT ANALYSIS

- Study of Institutions
- Study of Admissions Process
- Interview Admissions Staff and Adult Students
- Develop Problem Statement

TRANSPARENCY #5

RESEARCH PROCESS

PROBLEM INVESTIGATION

- Instrument Development
- Target Group Identification
- Data Collection
- Data Analysis

TRANSPARENCY #6

RESEARCH PROCESS

PROBLEM SPECIFICATION

Groups involved in interpretation of findings

- Advisory groups at both research sites
- Key counseling and admissions staff at both sites
- The Consortium Group
- AEL Lifelong Learning Program Staff

TRANSPARENCY #7

Appendix D:

Description of Interventions

DESCRIPTION OF INTERVENTIONS

The Admissions Process: Administrative Handbook

The Administrative Handbook contains six interventions that involve management of information and services and direct contact with potential adult students. They are:

- Admissions Management Information Tracking System.
- Validation of Placement Tests.
- Toll-Free Telephone Access Number.
- Information Booth.
- Reading Level Analysis of Admissions Documents.
- Educational Planning Resource Center.

Admissions Management Information Tracking System

The Admissions Management Information Tracking System (ADMITS) addresses problems schools have in not knowing or being able to find out easily who prospective students are or where they are in the admissions process. ADMITS provides information that enables institutions to take the initiative in following-up and providing assistance to adults at critical steps during the admissions process. The ADMITS program has been developed to run on major microcomputer hardware like the IBM PC using dBase II software.

The objective of the ADMITS program is to set up a comprehensive admissions data management system to:

- Increase institutional effectiveness in responding to prospective adult student inquiries regarding educational offerings and requirements.

- Facilitate adult learning with regard to developing a commitment to return to school by making the admissions process a positive learning experience for adults, with particular reference to enhancing Facilitating Category B factors and moderating the effects of Impeding Category F factors involving institutional information and services.

- Provide admissions and counseling staff with timely information relative to the concerns and progress of individual adults at each stage of the admissions process.

- Provide follow-up capability for the institution to contact students who have been admitted and attended school but who have missed one or more terms and have not reached their stated goals.

- Increase staff capability of providing relevant information and encouragement to prospective adult students.

The ADMITS system is designed to accommodate the following.

- Operation of admissions clerical staff in both entering data and generating reports on a daily or as-needed basis.

- Recording identifying information on individual students.

- Recording the progress of individuals at each stage of the admissions process including the date of each transaction.

- Use of descriptors or codes to record various types of activities and the range of adult responses to each stage of the admissions process.

- Providing online (CRT) and hard copy reports on the progress of individuals and groups including: individual summary reports, group status reports at each step of the admissions process; and individualized letters to prospective students with mailing information at key points where institutional initiative is appropriate.

The database and programmed software allows admissions staff to generate reports at any time to answer the following types of questions.

- How many prospective students are in the admissions process?

- How many prospective students are at each stage of the admissions process?

  - inquired and received application materials,
  - submitted application,

- have completed application file,
- applied for financial aid,
- received financial aid,
- applied under veteran's status,
- applied under special conditions or for special programs (i.e., JTPA, etc.)
- admitted,
- applied by major,
- assigned an advisor, and
- are registered.

- What are the names and addresses of prospective students to receive application materials?

- Who (name, address, phone) has received application materials and has not responded for x days or weeks?

- Who (name, address, phone) has an incomplete application file? What items are missing?

- Who has a complete application file and has not had a career planning interview?

- Who has been admitted and has not had academic advising?

- Who has been admitted and has not registered?

- List applicants by major and academic advisor.

The ADMITS manual of instructions will include: (1) description and overview of the manual; (2) description of dBase II and ADMITS files; (3) instructions for installation of program and files; (4) operation instructions; and (5) special section or appendices on report generation, letter and file merging, form(s) styling and set-up, and how to conduct files for specific needs.

Validation of Placement Tests

This intervention consists of guidelines and procedures for developing local norms for use in academic advising and placing adult students during admissions, course planning, and registration. The guidelines are to be used for validation of locally developed and standardized testing instruments against the criterion performance prerequisites for success in various levels of mathematics courses. Procedures and guidelines have been included for development of interpretation materials for use with adult students.

The objectives for this intervention are:

- The product is to provide academic advising and counseling staff with information on the rationale and procedures for developing local norms (validity) for tests used in the placement of adults in appropriate level math courses. The procedures are to include means for validating test items, subscores, and total scores in predicting success or failure in various levels of mathematics. These procedures will also be applicable to validating tests for other subjects such as English.
- The product is to provide staff with recommendations and guidelines for the development and use of interpretation materials to assist adults in assessing and understanding their academic strengths and weaknesses and in using such understanding in taking responsibility for choices made in course planning and selection.

Toll-Free Telephone Access Number

The toll-free telephone access number intervention consists of a descriptive document presenting the rationale, procedures, and forms used to set up and operate the toll-free telephone activity. The telephone number has been included as part of the information used in a variety of recruitment activities to enable adults to make easy contact with the school, talk directly to admissions personnel, and request additional written information on the school, programs offered, and admissions.

The objectives of this intervention are to:

- Provide prospective adult students with a convenient means of responding to recruitment initiatives and to ask questions about attending school and talk with institutional representatives about personal concerns and interests. Eliminate need for adults to call or write to school or make trips to establish initial contact with the institution.

- Establish conditions that will enable adults to engage in learning associated with admissions through personalized contact and follow-up.
- Increase the efficiency of a variety of recruitment activities by making it easier for adults to begin the second step of the admissions process.
- Enhance facilitating factors related to first step of admissions process involving encouragement from others, personal competence and better future, employment improvement, and moderate impeding factors related to apprehensions about self and learning ability through immediate access to institutional staff.

Information Booth

This intervention is an information booth providing services to adult students. Manned by work study students, general information is disseminated concerning programs offered, admissions procedures, forms, registration, etc.; referral is made to the proper institutional staff if more specific information and assistance are needed. In addition, a roster of all prospective students is kept for subsequent follow-up.

It has been designed to address three basic problems: (1) overload on admissions office staff during admissions, (2) adults not having an opportunity to interact and ask questions when getting information, and (3) adults becoming confused in new surroundings and discouraged easily, particularly if they are not able to find out what they want or locate the people they need to talk with.

The objectives of this intervention are to:

- Provide general information to adults concerning programs offered, admissions procedures, forms, etc.
- Refer adults to the proper institutional staff for more specific information and assistance, if necessary.

- Reduce the need for admissions office personnel to provide this type of service during critical periods, such as registration.

- Develop a roster of all prospective students that includes their addresses, phone numbers, and a list of materials/information provided. This roster will be used for subsequent follow-up on all students served.

- Provide an informal atmosphere where adults feel at ease when they request information.

The final product is a guide providing information for setting up, staffing, and operating an information booth.

Reading Level Analysis of Admissions Documents

This intervention addresses the problems adults had with using and understanding written informational resources during the admissions process. The product is a handbook that provides the rationale and guidelines for conducting reading level analyses. The objectives of this intervention are to:

- Provide an operational approach to determining the reading level of key admissions documents and materials.

- Generate appropriate reports possessing the reading level of these materials.

- Develop criteria and guidelines for making recommendations for revising documents.

Reading level analyses were done using an Apple II microcomputer (48K) with the Minnesota Educational Computing Consortium software "School Utilities, Volume 2." The program performs the analyses and provides results on five reading level tests and a summary of the reading level factors for each passage of a document entered plus a summary analysis for the total document.

Educational Planning Resource Center

An Educational Planning Resource Center (EPRC) is a library or student services center designed to provide adults with an opportunity for career and educational exploration as part of personal planning during the admissions process.

The primary motivation for adults in returning to school was employment betterment. However, many adults were unable to articulate their plans or goals for employment in terms of educational opportunities available.

The structure and organization plans for installing an Educational Planning Resource Center were provided to Ashland Community College where they have installed it and it is currently operating. It has been used to support the Educational Planning Course.

This intervention is a descriptive document for educational managers to install, operate, and update the system. In addition, it contains instructions on how to provide adults information and assistance in conducting career exploration activities with particular reference to selection of courses and majors.

The Admissions Process: Staff Development Handbook

Staff training packages for the next four interventions consist of a series of four one-half day workshops for institutional staff--administrators, faculty, librarians, and student services staff. A fifth training package is a one-day workshop for admissions office and support staff who work with or are in contact with new students.

The four training packages for professional staff may be used independently, sequentially over an extended period of time, or all together for an intensive two-day staff development program. The titles and brief descriptions are as follows.

- Research Findings. This intervention introduces faculty and staff to LLP research, findings, and interventions. A key concept delivered is that of admissions being a learning process for adults that is essential to the formulation of commitment.
- Academic Advising and Counseling Staff. Focuses on role of advisors and counselors in facilitating adult formulation of commitment.
- Adult Commitment. Helps faculty and student services staff develop understanding of nature of commitment characterizing success at the completion of task #1. It introduces and elaborates on the planning and deciding process as the mechanism for educational and vocational development.
- Educational Planning Resource Center. Focuses on faculty and staff training on the use of the educational planning resources during the admissions process.

The recommended sequence for use of the four professional staff training packages for a two-day intensive staff developoment program is as follows.

Day 1	a.m.	Research Findings	large group
	p.m.	Academic Advising and Counseling Staff	large group
Day 2	a.m.	Adult Commitment	small group
	a.m.	Educational Planning Resource Center	small group
	p.m.	Adult Commitment	small group
	p.m.	Educational Planning Resource Center	small group

Research Findings

This intervention is designed to provide school staff including administrators, supervisors, faculty, and student services staff with an introduction to the LLP research on Educational Development Task #1 "Adults

Making a Commitment to Return to School." The research design, findings, and interpretations using the five-step admissions model are covered and the 15 interventions are reviewed as an example of a programmatic change process. The training session is one-half day or three hours and can be delivered to large groups.

Academic Advising and Counseling Staff

This intervention is designed to provide academic advisors and student development staff with the opportunity to examine their respective roles in helping adults during the admissions process. In addition, the workshop experience allows for clarification of the role relationships between counselors and advisors. Primary focus is on the concept of adult learning during the admissions process as the basis for developing the commitment to return to school. Participants identify their own learning style and examine ways to communicate more effectively with adults.

This training package has been developed to be delivered following the training package "Research Findings" or may be used independently. It covers a one-half day (three hours) period and may be delivered to large or small groups.

Adult Commitment

This training package focuses on the concept of success for task #1. It defines and elaborates on the concept of success and the psychological growth mechanisms essential to implementing the basic principle of lifelong learning involving self directed, planned, and initiated learning.

The training package is designed for use as the third or fourth in a series of four training packages for professional staff. Smaller groups are recommended for this workshop session. Faculty can be divided into two groups for each of the a.m. and p.m. sessions and one-half of the staff participate in this workshop with the other half of the staff in the session on the Educational Planning Resource Center.

Educational Planning Resource Center

This intervention has been designed for faculty, student development staff, and librarians as an effective means for using career information resources. These resources include educational and occupational information useful in promoting adult learning during the admissions process. Staff training focuses on the use of these resources by counselors to facilitate adult learning through career exploration leading to the choice of a program or major and by academic advisors to promote occupational exploration as a means of helping adults clarify desired outcomes of their major. This intervention deals with the utilization of the Educational Planning Resource Center (EPRC) by faculty and members in working with adults during the admissions process.

The EPRC training package is for use either independently or as the third or fourth in the series of four training packages for professional staff. Smaller groups for this workshop are recommended. Professional staff can be divided into two groups so that the two training packages can be delivered in concurrent sessions in both the a.m. and p.m. of the second day of training.

Admissions Office and Support Staff

This training package for admissions office and support staff is designed to help sensitize support staff, who have contact with adults during the admissions process, to the interests, motivations, and apprehensions of adults during admissions. It focuses on helping staff understand and communicate with adults more effectively and establish positive and supportive relationships with adults at each step of the process.

The training package is intended for individuals in the following staff populations:

- Supervisors.
- Receptionists.
- Clerks.
- Clerical staff.
- Nonstaff volunteers and students providing adults assistance during admissions.

The Admissions Process: Audiovisual Information Development Guide

The sound slide information interventions are targeted toward adults in steps 2-5 of the admissions process. These programs provide prospective students with an overview of the application process, academic advising process, and the registration process. The content of each program defines and explains the important aspects of each step and introduces students to the physical characteristics of the institution, written information resources, and the process involved in completing each step of admissions. Visual and auditory information supplements and helps place the written information usually used into perspective.

The sound slide programs can be used with prospective students individually or in small groups during admissions. The product consists of the following.

- Validated guidelines and procedures for the preparation of sound slide programs for use with adults at the beginning of the application process after being accepted and assigned an advisor and prior to their first experience in registering for classes.

These interventions provide institutional staff with:

- A complete and accurate overview of important information about the application process to adults using an attractive and interesting mode of delivery.
- A flexible and reliable means of orienting prospective adult students that can be operated and maintained by clerical staff.
- A relevant framework for subsequent discussions to elaborate upon and/or explore the personal relevance of the application process for individual adults.
- An instructional mode that does not rely heavily upon written materials to facilitate learning during the admissions process.

Application Process

The objective of this sound slide program is to provide an information delivery system to help prospective adult students:

- Understand the application process including the reason information is required (and how it is to be used in making admissions and placement decisions).
- Understand the role of testing in the application process and how test results can be helpful in education and career planning.
- Know to whom and where to go for help by showing visuals of the locations, facilities, and staff members available to assist them.
- Follow through to complete all necessary and all helpful steps related to making application to attend school.
- Utilize all relevant information resources for educational and career exploration and planning.
- Utilize student development courses available for counseling and exploring options for financial aid.

Academic Advising Process

The objective of this sound slide program is to provide an information delivery system to help prospective adult students.

- Understand basic terms and information regarding institutional and program requirements including program offerings, course sequence and prerequisites, academic standards, etc.
- Understand the role of the academic advisors and how one's advisor can help in planning and scheduling courses.
- Understand the various institutional services available for educational and career planning and special assistance such as tutoring, developmental courses, orientation courses and programs, counseling, etc.

Registration Process

The objective of this sound slide program is to provide an information delivery system to help prospective adult students:

- Understand the individual and institutional purposes for registration.
- Evaluate the different options for registering such as preregistration, regular registration, and late registration.
- Understand the registration process in terms of the steps to be followed and records to be developed.

Educational Planning Course

The Educational Planning Course focuses on the problems adults stressed during research on task #1 that involve not having a career plan, not knowing what they want to do, low self-confidence and apprehensions in building self-confidence, exploring their ability to do well in an educational setting, and organize their thinking and ideas related to educational and career planning. The target group for the course is adults in the community who are prospective college students and, in particular, those who are in the first three steps of the admissions process.

Instructor's Guide and Student Handbooks

The course consists of an Instructor's Guide and three Student Handbooks (curriculum modules). It has been designed to be taught in a location where AEL Career Information System materials are available and where participants will have access to career and occupational information resources. The course covers approximately 20 hours of instruction and individualized learning. It can also be delivered in secondary schools, libraries, and other community settings where career information resources are available.

Basic course materials have been adapted for the Educational Planning Course from the AEL Adult Career Decision-Making Program which has been used extensively with adults.

STAFF TRAINING PACKAGE: ACADEMIC ADVISING AND COUNSELING STAFF

Introduction

This manual describes a training intervention for faculty and counselors who work with adult students during the college admissions process. The overall purpose of the training is to develop the concept of college admissions as a learning process for adults in developing a commitment to return to school and to provide academic advisors and student development or services staff with an opportunity to examine and develop their respective roles to implement the adult learning concept.

This training package, although it may be used independently, is designed to be given as the second segment of a one-day workshop. The first segment is contained in a similar but separate training package, "Research Findings." Both training sessions make a day-long workshop that introduces participants to the Appalachia Educational Laboratory (AEL) Lifelong Learning Program (LLP), the research results for the Educational Development Task #1 study, and takes them through experiences that allow for the examination of counseling and advising during the admissions process.

The basic goal of this intervention is to enhance the positive factors and moderate the effect of the negative factors that affect the learning of adults during the admissions process. An important objective for this training intervention, therefore, is to help advisors and counselors understand that the commitment to return to school is a result of learning which takes place during admissions and success in meeting the requirements of this task are critical to entering school and success at subsequent levels of development. The student who successfully learns the skills necessary to complete Educational Development Task #1, "Making the Commitment to Return to School," will know why they are in school, how school will contribute to addressing their goals, and, in general terms, the requirements for success in completing the program of their choice.

Both faculty advisors and counselors can play critical roles in helping adult learners acquire the type and level of academic information which will help them make an initial commitment. The adult student who finds the admissions experience personal and satisfying will be more likely to learn the skills and acquire the knowledge necessary to become a successful student. Being able to integrate academic and personal information helps the adult to give meaning to this experience. In this sense, advising becomes more than information dissemination. The information must be integrated into a personal frame of reference if the learning is to be complete.

Counselors can play a significant role during the adult learner's admissions process by presenting and discussing with the prospective student the broad picture of career and educational choices related to the student's own interests, values, specific test results, educational and work experience, and goals.

The primary purpose of this training intervention is to help advisors and counselors become more aware of the factors that both facilitate and impede adults in making the commitment to return to school and sensitive to the possibility of admissions becoming a learning process for adults. When commitments are made to return to school, they will be based on accurate and personalized information about self, the educational institution, programs selected, and long range career possibilities.

Purposes and Objectives of Workshop

The overall purposes of this training package are to help faculty advisors and counselors: (1) become more aware of what adults want and need to learn while they are making a commitment to return to school, and (2) help advisors and counselors develop and refine their own skills to fit the admissions setting. Specific workshop objectives are to help participants:

- Acquire a working knowledge of the five educational development tasks defined by the AEL Lifelong Learning Program.
- Gain more in-depth knowledge of the tasks involved in Educational Development Task #1, "Adults Making the Commitment to Return to School," and of how this knowledge can be used in working with adult learners during the admissions process.
- Review the five steps in the Admissions Model, particularly Steps 3, 4, and 5, as they involve evaluating prospective adult students, admitting, registering, and helping adults finalize program selection and registration.
- Understand what information adult students need and want to learn during the admissions process in general and the academic advising interview in particular.
- Acquire more appreciation and understanding of how adults learn during the advising process.
- Clarify the institution's philosophy and administrative approach to admissions and the faculty's role and responsibility during this process.
- Review and refine their own advising skills so that a positive advising relationship may be established during admissions contacts.
- Understand the importance of helping adults integrate academic knowledge with personal knowledge during the admissions process.

The workshop is a vehicle for advisors and counselors to articulate and share their ideas about the admissions and counseling processes on their campus, to discuss their own experiences with adult learners, and to explore ways in which their contacts with prospective adult students can be made more effective in helping adults make a commitment to return to school.

Selection of Workshop Leader

In order to establish an objective and impartial atmosphere for considering the role of the academic advisor and the counselor, it is recommended that a consultant be hired to conduct this training session. This consultant should have competencies in the following areas.

- General background in educational research including qualitative methodology.
- Familiar with postsecondary and adult education curriculum and learning theory.
- Understand the admissions process including policies, procedures, and information requirements for admissions and be generally familiar with the program offerings of the institution.
- Familiar with and understand the role of academic advisement and student services staff.

It is further recommended that the leader deliver only this training package in any one day and be given at least two days preparation time well enough in advance to be able to become familiar with the resources and to make specific arrangements for training materials. If two different training sessions are scheduled for the same day, it is recommended that a different leader deliver the second training package due to the amount of information to be coordinated and delivered.

Workshop Assumption

The basic assumption of this workshop is that staff members are competent to perform their educational responsibilities and possess sufficient insight into the life problems of adults to be able to help them accomplish the goal of task #1 . A good facilitator or group leader will help participants draw on their own knowledge and experience in helping adults develop such commitment.

It is important for the leader to have a basic attitude of trust in each participant's worth as an individual and each person's unique contribution to the workshop. The leader should function as a facilitator, not create the impression of being one who knows all the answers. Each participant needs to be regarded as one who is responsible, has a vital role in helping adults, and can have valuable input to the group's activities. Each should be encouraged to contribute and engage in the workshop exercises through listening and sharing. Although part of the workshop necessitates lecture and giving information, group feedback and discussion should be encouraged whenever possible.

While receiving ideas from others, participants can be actively involved in what is happening and provide their own input. The goal of the leader is to introduce and cover the workshop concepts in an enjoyable, interesting, and creative manner.

Instructions for Workshop Planning

Total Hours of Workshop: Three and a half.

Size of Workshop Group

A. The number of participants for this workshop will depend on the number of faculty advisors and counselors involved in the admissions process for adult learners. Although the ideal size for a group of this type is from 10 to 20 people, large groups of 50 to 75 may be accommodated by dividing participants into small groups of six to eight during planning or discussion activities.

Facilities and Materials Needed

A. The training should be held in a comfortable room where participants can exchange ideas and experiences and be free of outside interruptions.

B. Chairs should be arranged in a classroom arrangement with furniture that will allow surfaces for writing. It is desirable to have movable furniture so small groups can be arranged in a circle or semicircle so participants can communicate easily and have eye-to-eye contact.

C. Teaching supplies and equipment needed:

1. Overhead projector and screen.

2. Newsprint or large paper.

3. Felt tip markers for each small group.

4. Masking tape.

5. Sound slide program on Academic Advising During Admissions. (Optional activity, see page 109, F 6.) The availability of this sound slide program will be determined by whether or not your institution elects to implement the task #1 sound slide on the Academic Advising Process from the LLP product, The Admissions Process: Audiovisual Information Development Guide.

6. Slide projector.

7. Handouts (see Appendix A for photoready copies). For each of the handouts, select a different color if possible and record the color used for each handout in the appropriate sections of this training package. They include:

    a. Handout #1 - Workshop Agenda (color: __________).

    b. Handout #2 - Admissions Model (color: __________).

    c. Handout #3 - General Observations and Conclusions for Educational Development Task #1 (color: __________).

    d. Handout #4 - Evaluation Form (color: __________).

8. Transparencies (see Appendix B for photoready copies). They include:
    a. Transparency #1 - Educational Development Tasks.
    b. Transparency #2 - Adults Making the Commitment to Return to School.
    c. Transparency #3 - Adults Making the Commitment to Return to School - Facilitating Factors.
    d. Transparency #4 - Adults Making the Commitment to Return to School - Impeding Factors.
    e. Transparency #5 - Learning Style Profile.
    f. Transparency #6 - Learning Style Type Grid.
9. The Learning Style Inventory Self-Scoring Test and Interpretation Booklet, and the Technical Manual, must be ordered in advance from McBer and Company (see Appendix C for ordering information).

Preparation for Workshop Leader

A. Order the Learning Style Inventory by David Kolb from the publisher. One copy is needed for each participant. Also include one copy of the LSI technical manual if your school does not already have one. See Appendix C for ordering instructions.

B. Review all materials and take the LSI and administer it to one or two other people that will not be in the workshop. Do this well in advance of the workshop to become familiar with content and procedures.

Suggested Agenda for Workshop

A. This workshop is based on an afternoon session of three and a half hours, 12:30-4:00. The scheduling of the workshop is made to fit a complete one-day training session that introduces the AEL research and examines the entire admissions process as a necessary learning experience for adults to complete in order to successfully enter school.

B. Since this afternoon session is packed with necessary information and learning exercises for academic advisors and counselors, leaders of the session should be aware of the need to keep the session moving along within the suggested time frames given.

I. Introduction of Training Session

1. Time required: Ten minutes.
2. Suggested time: 12:30 - 12:40 p.m.

II. Faculty Advisor and Counselor Roles in the Admissions Process

1. Time required: Fifty minutes.
2. Suggested time: 12:40 - 1:30 p.m.

III. Review of the Findings for Educational Development Task #1

1. Time required: Fifteen minutes.
2. Suggested time: 1:30 - 1:45 p.m.

Break: 1:45 - 2:00 p.m.

IV. General Research Findings on the Admissions Process

1. Time required: Fifteen minutes.
2. Suggested time: 2:00 - 2:15 p.m.

V. Learning Styles and Advising

1. Time required: Forty-five minutes.
2. Suggested time: 2:15 - 3:00 p.m.

VI. Counseling and Academic Advising During Admissions

1. Time required: Thirty minutes.
2. Suggested time: 3:00 - 3:30 p.m.

VII. Conclusion of Workshop

1. Time required: Ten minutes.
2. Suggested time: 3:30 - 3:40 p.m.

VIII. Evaluation of Workshop

1. Time required: Twenty minutes.
2. Suggested time: 3:40 - 4:00 p.m.

Workshop Activities - Instructions for Leader

I. INTRODUCTION OF TRAINING SESSION

A. Time required: Ten minutes.

B. Methods:

1. Lecture.

2. Sharing and discussion.

C. Objectives:

1. To explain the purposes of the workshop and give an outline of the day's agenda.

2. To create a positive atmosphere of interest, concern, and communication--a comfortable setting for mutual adult learners.

3. To help participants relate the purposes of the workshop to values and experiences which are personally meaningful.

D. Materials needed:

1. Handout #1 (color: __________), Workshop Agenda (Appendix A).

E. Specific preparation:

1. Review agenda for program overview.

2. Study workshop objectives relative to workshop content.

3. Become familiar with each activity of the workshop and concepts to be covered in the evaluation of the workshop.

4. Prepare a list of participants, particularly if outsiders are expected to attend, for introduction and documentation purposes.

F. Steps for conducting introduction:

1. Welcome participants and explain that the purposes of the workshop are to help faculty members and counselors:

    a. Learn helpful strategies for facilitating the adult student's re-entry to school.

    b. Articulate their perspectives on the admissions process at their institution and their responsibilities as advisors during that process.

    c. Become more sensitive to the adult learner's thoughts and feelings as they go through the admissions process, especially the academic advising interview.

d. Gain more understanding of task #1 and how it relates to understanding adult development.

e. Have a better understanding of what factors impede and facilitate adults making the decision to return to school.

f. Focus on student development services and academic advising as important parts of the admissions process.

g. Understand how expert and personalized counseling and advising help adult learners successfully complete task #1.

h. Based on workshop concepts and purposes, to develop commitment to make positive changes, both on personal and institutional levels.

2. Explain that this training package is one of a series of 15 interventions developed by AEL to facilitate adults making a commitment to return to school.

3. Distribute Handout #1 (color: __________), Workshop Agenda, and provide an overview of the workshop.

4. Encourage questions about the workshop content or methods.

5. If different schools are represented, ask participants to introduce and identify themselves by descriptive or department division, specifically in relation to working with adult students. Ask each person to state one result he/she would like to have from the workshop.

II. FACULTY ADVISOR AND COUNSELOR ROLES IN THE ADMISSIONS PROCESS

A. Time required: Fifty minutes.

B. Method:

1. Small group discussion.

C. Objectives:

1. To help counselors and faculty advisors broaden their perspectives of the admissions process and the important roles they play in adult learners making the commitment to return to school.

2. To facilitate sharing and discussion of the advisor's functions and responsibilities to adult students.

3. To facilitate sharing and discussion of the counselor's functions and responsibilities to adult students.

D. Materials needed:

   1. Newsprint or large paper.

   2. Felt tip markers.

   3. Masking tape.

E. Specific preparation:

   1. Review objectives in relation to content of activity.

   2. Review directions for F 1-8 and be ready to circulate among small groups and give help with brainstorming sessions. In addition, be ready to lead discussion and ask questions in large group discussion.

   3. Review 8 a-d and prepare to summarize results of this activity.

F. Steps for conducting small group discussion:

   1. Introduce this segment of the workshop by explaining that you would like participants to share their ideas and experiences about the adult learner and the admissions process, with emphasis on their individual roles in this process.

   2. Divide participants into small groups of four to six people (or six to eight if the group is large). If both advisors and counselors are present, ask them to divide into groups according to their job functions in order to discuss similar work roles.

   3. Provide each small group with at least two large sheets of newsprint and markers.

   4. Ask each group to discuss two questions which you have written on newsprint and posted on the wall.

      a. What should the roles of student services staff and faculty advisors be during the admissions process?

      b. What is the counselor's and the faculty advisor's responsibility to the adult student during the admissions process? (Ask counselors to consider the same question in terms of their responsibility to adult students.)

   5. Ask each group to put a heading of Counselor on one sheet and Academic Advisor on the other; then write their answers to both questions on each sheet of newsprint. Allow 20 minutes for small group discussion. Ask participants to put down agreements, disagreements, etc.

6. Post newsprints from each group on wall and compare. Ask someone from each group to summarize their ideas using their charts. Ask questions regarding any ideas that are not clear.

7. Work toward identifying what participants feel the roles of counselors and advisors are and discuss similarities and differences in ideas and opinions. Encourage group discussion.

   a. What are the general ideas that emerged defining the roles of counselors and advisors? It may be that:

      (1) Counselors help students make career decisions based on a broad overview of career and occupational information involving both the individual's needs, strengths, values, and experiences, and on the options offered by the school. The result of these lead to a major and the assignment of an advisor.

      (2) Academic advising helps students plan for and reach educational goals. Advisors are responsible for helping students plan and make choices within the context of their choice of a major. The result of this choice involves the assignment of an advisor, scheduling of courses, achievement in subject areas, and progress toward graduation.

      (3) Both advisors and counselors can help adult students get personal and institutional information together to plan and make choices involving the commitment to return to school and their program of studies. (Be sure to recognize unusual, unexpected, or "off the wall" ideas about these roles.)

8. Summarize what participants think about:

   a. Their roles as academic advisors during admissions.

   b. Their roles as counselors during admissions.

   c. Their responsibilities to adult students during the admissions process.

   d. Unusual ideas and issues resulting from different views should also be included.

III. REVIEW OF THE FINDINGS FOR EDUCATIONAL DEVELOPMENT TASK #1

A. Time required: Fifteen minutes.

B. Method:

1. Lecture.

C. Objective:

1. To help group understand the findings for Educational Development Task #1 and apply to examination of their roles as academic advisors or counselors.

D. Materials needed:

1. Handout #2 (color: __________), Admissions Model (Appendix A).

2. Overhead projector and screen.

3. Transparency #1, Educational Development Tasks (Appendix B).

4. Transparency #2, Adults Making the Commitment to Return to School (Appendix B).

5. Transparency #3, Adults Making the Commitment to Return to School - Facilitating Factors (Appendix B).

6. Transparency #4, Adults Making the Commitment to Return to School - Impeding Factors (Appendix B).

7. Newsprint or large paper (15-20 sheets).

8. Felt tip markers.

9. Masking tape.

E. Specific preparation:

1. Review and become familiar with the research findings in order to answer questions.

2. Review and become familiar with Handout #2 in order to explain its structure.

3. Become familiar with the facilitating and impeding factors for task #1 in order to review with participants. Refer to the Staff Training Package on Research Findings for more information on how these factors were identified.

F. Steps for conducting lecture: (This section is to be used primarily for review purposes if this workshop immediately follows the Staff Training Package on Research Findings.)

1. Review.

a. The adult vocational development process is the framework for understanding how adult learners progress from their first thoughts about returning to school to entry into employment or advancement in their career field. This educational development process is defined in terms of five educational development tasks (show Transparency #1).

   (1) Task #1: Making a commitment to return to school.

   (2) Task #2: Managing learning.

   (3) Task #3: Developing occupational competence.

   (4) Task #4: Planning for employment.

   (5) Task #5: Becoming employed.

b. Explanation of task #1: Task #1 involves the study of adults as they formulate a commitment to return to school. This task begins with the initial consideration of returning to school, continues throughout the admissions process, and concludes with being accepted and starting classes (show Transparency #2).

   The two basic questions that guided the research and development for task #1 are:

   (1) What factors facilitate and what factors impede adults in making a commitment to return to school?

   (2) What intervention(s) can be developed and used to enhance those factors that facilitate and to moderate the influence of those factors that impede adults in in making a commitment to return to school?

   Research on the first question involved identifying critical factors affecting adults in making the commitment to return to school. This research involved a study of adults at two community colleges and focused on the study of adults who completed and those who did not complete the admissions process. The sample was selected from the total population of adults that met the following criteria.

   (1) Twenty years of age or older.

   (2) Interrupted educational experience.

   (3) No prior postsecondary.

   (4) Enrolled in at least two courses for five credit hours.

Research efforts have resulted in identification of the critical factors that affect adults making the commitment to return to school and the development of a model of the admissions process. The purpose of this activity will be to look at each of these sets of findings.

2. Introduce the Admissions Model: Distribute Handout #2 (color: __________), Admissions Model, to each participant. Then introduce the general structure, i.e., five stages, institutional procedures, and individual procedures. Steps 2 and 3 generally involve counselors while step 4 and to some degree step 5 involve academic advisors.

3. Introduce or review the critical facilitating and impeding factors (show Transparencies #3 and #4).

4. Have the group as a whole look back over the newsprint lists of counselor and faculty advisor roles and responsibilities that were posted during the previous exercise in view of the findings for task #1 that have just been presented. Ask what the group would like to leave or add to this list.

IV. GENERAL RESEARCH FINDINGS ON THE ADMISSIONS PROCESS

This section is critical to the aims and purposes of the workshop and should be clearly and forcefully presented. Basic concepts of the research model are covered here.

A. Time required: Fifteen minutes.

B. Methods:

1. Lecture.

2. Discussion.

C. Objectives:

1. To help participants understand and integrate the major research findings for more effective interchanges with adult students.

2. To help participants understand the role that learning plays in the admissions process and how it affects the cultivation of the commitment to return to school.

D. Materials needed:

1. Handout #3 (color: __________), General Observations and Conclusions for Educational Development Task #1 (Appendix A).

E. Specific preparation:

1. Review Handout #3 in order to lead the discussion and answer questions.

2. Review F 2 a-j and become familiar with the sequence for developing lecture concepts.

3. Sequence should build to enable you to emphasize importance of concept presented in F 2 j.

F. Steps for conducting lecture and discussion:

1. Distribute Handout #3 (color: __________), General Observations and Conclusions for Educational Development Task #1 (Appendix A).

2. Explain these general research findings form the basis of this discussion. Allow questions and time for discussion as appropriate.

   a. Participation in the admissions process is contingent upon an adult being interested enough to initiate contact with an institution to get information about the programs offered and requirements for admission.

   b. Motivation to become involved in a program includes one or more of the following reasons. Adults entering school want:

      (1) To develop or improve specific job skills.

      (2) To improve employment status.

      (3) To become independent and self-supportive.

      (4) To improve their income.

      (5) Help in career transition.

      (6) To enhance prospects for initial employment.

      (7) To pursue career or educational goals.

      (8) To engage in career/educational exploration and planning.

      (9) An opportunity for personal development.

      (10) To avoid boredom, stagnation, etc.

c. Adults, particularly those who are unsure about what they want, will delay making contact with the school or making application until late in the process and then find themselves, usually during registration, in a situation where they need specialized help and counseling at a time when school staff does not have adequate time to talk with them.

d. Adults will have access to and read information about admissions requirements and procedures, but will not necessarily understand this information or understand it in the way the institution intended.

e. The admissions process is conceptualized and operated from primarily an institutional point of view.

f. There is no systematic conceptualization of the admissions process that takes the individual as well as the institutional perspective into consideration.

g. The admissions process is generally an aggregate of "successful" activities used and continuously refined or modified based upon informal estimates of effectiveness. The admissions process is basically a pragmatic process open to change or modification based upon perceived need, problems encountered, and options for change that are both available and feasible.

h. There are no effective information management procedures to record and/or monitor the progress of adults in different stages of the admissions process.

i. The admissions process can be a means for prospective students to learn about:

    (1) Their personal characteristics and attributes relative to the requirements for entry into the institution and a specific program.

    (2) Their prospects for meeting the requirements and being successful in specialized subject areas.

    (3) Their having the time needed to complete a course or program in the context of personal, family, and work responsibilities.

    (4) Their building the commitment to enter school based upon reliable knowledge about program requirements and confidence in their goals and ability to successfully undertake and complete further education and training.

j. **(This is a very important concept and should be elaborated on and emphasized.)**

The admissions process, when conceived as a learning process, can be a means for adults to transform more general interests in education and career enhancement into values and goals necessary in developing the commitment to return to school. Such a commitment, when comprehended and grounded in reliable information, can be stated in programmatic terms (i.e., an adult applying to a specific school, entering a specific program, and seeking specific outcomes). This involves personal transformation achieved through the interactive clarifying of knowledge and value to establish goals and develop a plan. A personal plan, as such, integrates knowledge about self, and the institution and programs selected, with a concept of a more desirable future to enable the learner to describe how he/she will be able to reach his/her goal. Learning, when viewed in this manner, illuminates the nature of commitment by structuring and energizing action in the present with reference to the future.

V. LEARNING STYLES AND ADVISING

A. Time required: Forty-five minutes.

B. Methods:

1. Lecture.
2. Discussion.
3. Small group activity.

C. Objectives:

1. To help participants understand individual differences in learning so they can better understand and reach students.
2. To help participants understand the learning model based on David Kolb's experiential learning theory.
3. To help each person understand his/her own learning styles.

D. Materials needed:

1. Learning Style Inventory given to participants.
2. Overhead projector and screen.

3. Transparency #5, Learning Style Profile (Appendix B).

4. Transparency #6, Learning Style Type Grid (Appendix B).

E. Specific preparation:

1. Review objectives as related to activity.

2. Review Learning Style Inventory and take it yourself in order to understand all aspects of this instrument to help answer questions. Consult LSI Technical Manual for additional background information.

3. Review F 1-5.

F. Steps for conducting lecture, discussion, and small group activity:

1. Explain that everyone approaches a learning situation from an individual and usually different perspective. The LSI can provide insights as to how adults learn during the admissions process.

    a. During admissions adults need to learn about academic programs, requirements, and courses. How they learn is as important as what they learn. Acquiring, understanding, and internalizing information is tied to learning style.

    b. The learning model we are using for this purpose is that of David Kolb. The model is based on experiential learning theory which emphasizes the important role experience plays in the learning process. The core of the model describes the learning cycle and how experience is translated into concepts which in turn are used as guides in the choice of new experiences. Kolb believes that one's learning style is shaped by decisions made to resolve conflicts in family, school, and on the job.

2. Explain that the purpose here is not to recommend the use of the LSI on all students, but to help participants become more sensitive to individual differences in experiencing learning.

3. Administer the LSI. As participants fill it out, go around the room and make sure they know how to get their score and profile.

4. Score the LSI and ask participants to plot their results on graphs in the booklet, pages 3 and 5 (30 minutes).

- a. Norms - use Transparency #5 to demonstrate filling out Learning Style Profile.
- b. Learning Style Type - use Transparency #6 to demonstrate filling out Learning Style Type Grid.

5. A learning style describes the educational condition in which an individual is most likely to learn. Kolb describes two dimensions in how people learn: perceiving (concrete to abstract) and processing (reflecting to doing).

   - a. Every individual uses four learning abilities.
     - (1) Concrete Experience (CE) - learning through feeling (affective).
     - (2) Reflect Observation (RO) - learning by watching (visual).
     - (3) Abstract Conceptualization (AC) - learning by thinking (cognitive).
     - (4) Active Experimentation (AE) - learning by doing (experiential).
   - b. Over time we develop preferences to some learning abilities over others. We may use or prefer different modes or styles for different tasks; we may learn new modes and change over periods of time. When perceiving and processing are joined, four learning styles emerge. Use the following ideas to present each learning style. Participants can use page 4 of the LSI as a reference.
     - (1) Convergers (sensors-feelers):
       - (a) Dominant learning abilities are AC and AE.
       - (b) Greatest strength is in the practical application of ideas.
       - (c) Do better when there is a single correct answer.
       - (d) Learn through hypothetical and deductive reasoning.
       - (e) Can focus on specific problems.
       - (f) Unemotional - rather deal with theory than people.
       - (g) Narrow interests - tend to specialize in physical sciences, engineering.
     - (2) Divergers (reflective thinkers):
       - (a) Opposite from Convergers - learn best with CE and RO.

- (b) Greatest strength is in imaginative ability.
- (c) Can view concrete experiences from many perspectives.
- (d) Good at generation of ideas, "brainstorming."
- (e) Interested in people, imaginative, and emotional.
- (f) Broad cultural interests.
- (g) Interested in humanities, counseling, personnel management.

(3) Assimilators (thinking doers):

- (a) Dominant learning abilities are AC and RO.
- (b) Able to create theoretical models.
- (c) Excel in inductive reasoning; more concerned with abstract concepts.
- (d) Less interested in people and practical use of theories.
- (e) Like basic sciences and mathematics.

(4) Accommodators (doing sensors/feelers):

- (a) Opposite strengths of Assimilators - dominant learning abilities CE and AE.
- (b) Strength lies in carrying out plans and experiments and becoming involved in new experiences.
- (c) Risk-takers, excel in adaptation to specific immediate conclusions.
- (d) If theory or plan does not fit facts, will discard plan.
- (e) Solves problems in intuitive trial and error method, relying on other people for information rather than own analytical ability. (Point out this information on page 6 of the LSI booklet).

5. As adults are experiencing the admissions process, they are using their dominant learning style to perceive and process information. You will be providing information in a style that is comfortable to you.

   a. Ask participants to discuss how they would advise an adult student with a learning style similar to their own and then how they would advise students with the three other styles.

   b. Ask participants to divide into groups of two, pairing with someone whose learning style is unknown to them. Have each member of the dyad ask the other person questions that would help him/her understand the other's learning style. After allowing time for this, ask for volunteers to report on who was successful. Discuss how developing this kind of sensitivity to other people's learning styles can increase their effectiveness in dealing with students.

VI. COUNSELING AND ACADEMIC ADVISING DURING ADMISSIONS

A. Time required: Thirty minutes.

B. Methods:

1. Lecture.

2. Discussion.

C. Objectives:

1. To help participants review the skills, knowledge, and attitudes necessary to work effectively with adults.

2. To help participants understand basic concepts of decision-making.

3. To improve competencies in helping adults make decisions.

4. To improve competencies in helping adults understand and interpret test results.

D. Materials needed:

1. Slide projector and screen (optional).

2. Sound slide program on Academic Advising During the Admissions Process (optional). If this audiovisual package is available, be certain to preview it and study a written copy of the filmstrip narration. If this audiovisual package is not available from the institution, study the narrative from the sample presented in the LLP product, The Admissions Process: Audiovisual Information Development Guide on the Academic Advising Process.*

E. Specific preparation:

1. Review objectives as they relate to activity.

2. Preview sound slide program on Academic Advising During the Admissions Process.*

3. Review and practice F 1-5 in order to deliver meaningful lecture, lead discussion, and answer questions.

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*Academic Advising Process narrative found in LLP product, The Admissions Process: Audiovisual Information Development Guide, to identify role academic advisors can play with adults during admissions. Appalachia Educational Laboratory, Charleston, West Virginia, 1985.

F. Steps for conducting lecture and discussion:

1. Use the Admissions Model as a framework to explore the roles of counselors and academic advisors in promoting learning during the admissions process.

   a. Consider each step in the model, one at a time, and identify the group who is in the best position to implement the Institutional Procedures and assist adults with the learning associated with the Individual Procedures.* Discussion may go something like the following.

      (1) Step 1 - All staff--administrators, faculty, and staff.

      (2) Step 2 - Admissions office and student personnel staff.

      (3) Step 3 - Student personnel staff.

      (4) Step 4 - Academic advisors.

      (5) Step 5 - Admissions office staff and academic advisors.

2. Counselors and academic advisors play an important role in helping adults learn about the career and vocational aspects of life planning.**

   a. Counselors may be best at helping adults consider general life, vocational, and career goals and using occupational and career information in relation to understanding educational opportunities and making the choice to return to school and select a major.

   b. Academic advisors may be best at helping adults explore the specific implications of their choices relative to the educational requirements and occupational outcomes of their choice of major.

   c. Adult students may be empowered through knowledge and clarification of personal values. This can be accomplished through career guidance, occupational knowledge, and decision-making skills.

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*These steps need to be reviewed clearly--clarification needs to be made between counselors' and academic advisors' roles and responsibilities.

**There is a separate LLP staff training package on use of educational and career information, "Educational Planning Resource Center."

3. Counselors and advisors play a major role in helping adult students learn to interpret test scores.
    - a. Test results should be valid for the purposes for which they are used.
    - b. Test results can be one kind of information used in the decision-making processes.
    - c. Adult students need to have sufficient understanding of their test scores in order to draw conclusions and make decisions regarding programs of study.
    - d. Students need to see the relationship between their test results and program planning.
    - e. Basic concepts regarding test scores need to be explained to students, such as:
        - (1) A test score is simply a description of how the student responded to the items on the test. It is not a characteristic owned by the student but is merely descriptive of their actions at the time of testing.
        - (2) A test score is only one indicator which cannot fully describe all the behaviors of a student.
        - (3) Every test score has a standard error of measurement.
        - (4) Adult students have different backgrounds which can affect their performances in taking tests.
    - f. Counselors may interpret the results of general educational development tests such as the ACT and SAT, while academic advisors may be in the best position to interpret the results of placement tests used in course planning and scheduling.
4. How can advisors and counselors help adults in the decision-making process?
    - a. By participating in discussions that focus at least initially on their own concerns adults can be helped to organize and integrate information on the basis for making a commitment to return to school.
    - b. Areas of decision-making for adults during the admissions process can include: whether or not to return to school, major, prioritizing responsibilities at home, time management, seeking support of family members, seeking financial aid, etc.

c. Counselors and academic advisors can learn specific concepts and strategies for helping adults make decisions.

    (1) Adult students need to feel they have some control over what is happening to their lives.

    (2) Adults have a right to seek their own goals and be responsible for their own actions.

    (3) Adults need to have some ownership in the decision to act before making a commitment to take action.

    (4) Decision-making occurs best when there is interaction with a knowledgeable and supportive person.

    (5) Decisions can only be made when options are available.

    (6) Counselors and academic advisors have knowledge and competencies to identify options unknown to students.

    (7) Decision-making is a skill which can be developed and improved.

5. What communication skills do good advisors need? Since the admissions interview has such an effect on adults' decisions to return to school, basic communication skills can influence the quality of the relationship adults have with institutional staff during the admissions process.

    a. At certain times, counselors, advisors, and admissions staff may feel rushed and pressured to provide academic information as quickly as possible. The suggestions for improving communication at this time, while elementary, may be critical in determining if the adults make a commitment to return to school.

6. If available, show the sound slide program on Academic Advising During the Admissions Process (eight minutes).

VII. CONCLUSION OF WORKSHOP

A. Time required: Ten minutes.

B. Methods:

1. Discussion.
2. Summary remarks.

C. Objectives:

1. To summarize major concepts and points presented in the workshop.

2. To bring a sense of closure to the day's activities by developing recommendations to implement new roles and plans to assist adults.

3. To stimulate participants' ideas of ways they can utilize this information in their own advising and counseling capacities.

D. Materials needed: None.

E. Specific preparation:

1. Be able to elaborate on the key concepts presented in workshop and listed below in F 1 a-d.

F. Steps for concluding workshop:

1. Point out that, as advisors and counselors conduct their own interviews during admissions, they will want to keep in mind the following questions.

   a. What do adults need to learn?

   b. How can they learn it best?

      (1) Academic program and course information must have personal meaning if it is to be learned, internalized, and remembered. It must also be relevant and timely.

      (2) Information needs to be presented in a clear, unhurried manner. When time is short, the quality of the contact can make the difference (caring attitude). Special time can be made for a later date.

      (3) Information should be discussed to develop important implications and applications--adults should be given time to consider and assess information, which may mean meeting again or making it possible for them to call and discuss what they have learned to confirm and verify their interpretation and use of it.

      (4) Adults need a supportive environment in which to learn.

      (5) Each adult has a learning style that will influence how he/she learns.

c. What are the academic advisors' and counselors' roles and responsibilities during the admissions process? (It may be relevant here to return to the newsprint sheets developed earlier in the day and review what they said in light of the whole workshop's content.)

d. Faculty and counselors must recognize and respect the uniqueness of each adult as he/she progresses through the admissions process.

VIII. EVALUATION OF WORKSHOP

A. Time required: Twenty minutes.

B. Methods:

1. Use of Evaluation Form.

2. Brief explanation of rationale of evaluation.

C. Objectives:

1. To provide a method for participants to evaluate the workshop in a substantive way.

2. To develop information on whether participants understood and accepted the research findings, its conceptual basis, and the results presented in the workshop.

3. To collect data on what participants feel are the basic issues to be addressed in making appropriate changes at their respective institutions.

4. To collect whatever additional information participants would like to have regarding adults during the admissions process.

D. Materials needed:

1. Handout #4 (color: __________), Evaluation Form (Appendix A).

E. Specific preparation:

1. Study Evaluation Form and be prepared to answer questions if asked by individuals while completing forms.

F. Steps for conducting evaluation:

1. Distribute Handout #4 (color: __________), Evaluation Form, and ask participants to fill out both sides.

2. Explain the purposes and rationale of the evaluation.
3. Allow adequate time for participants to fill out the forms. Have someone stand at each exit to collect an Evaluation Form from each person as he/she leaves.

Appendix A:

Workshop Handouts

	Colors Selected
1: Workshop Agenda	______________
2: Admissions Model	______________
3: General Observations and Conclusions for Educational Development Task #1	______________
4: Evaluation Form	______________

HANDOUT #1

SCHOOL ____________________
LEADER ____________________
DATE ____________________

WORKSHOP AGENDA

I. Introduction of Training Session

1. Time required: Ten minutes.
2. Suggested time: 12:30 - 12:40 p.m.

II. Faculty Advisor and Counselor Roles in the Admission Process

1. Time required: Fifty minutes.
2. Suggested time: 12:40 - 1:30 p.m.

III. Review of the Findings for Educational Development Task #1

1. Time required: Fifteen minutes.
2. Suggested time: 1:30 - 1:45 p.m.

Break: 1:45 - 2:00 p.m.

IV. General Research Findings on the Admissions Process

1. Time required: Fifteen minutes.
2. Suggested time: 2:00 - 2:15 p.m.

V. Learning Styles and Advising

1. Time required: Forty-five minutes.
2. Suggested time: 2:15 - 3:00 p.m.

VI. Counseling and Academic Advising During Admissions

1. Time required: Thirty minutes.
2. Suggested time: 3:00 - 3:30 p.m.

VII. Conclusion of Workshop

1. Time required: Ten minutes.
2. Suggested time: 3:30 - 3:40 p.m.

VIII. Evaluation of Workshop

1. Time required: Twenty minutes.
2. Suggested time: 3:40 - 4:00 p.m.

AEL LIFELONG LEARNING PROGRAM ADMISSIONS MODEL

HANDOUT #2

ADMISSIONS PROCESS					MATRICULATION PROCESS
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	
INSTITUTIONAL PROCEDURES					
Recruitment Process ——→		Induction Process ——→			
Contacting Prospective Adult Students	Informing Prospective Adult Students	Evaluating Prospective Adult Students	Admitting Adult Students	Registering Adult Students	Monitoring Student Progress
Contacting and Attracting Adults: (Through Students, Former Students, Staff, Media, etc.)	Providing Information Providing Application Materials Responding to Questions Interviewing	Receiving Application Information: Application Form, Transcripts, Medical Information, Test Results, Interview Data Counseling Receiving Requests for Financial Aid	Selecting Assigning Advisor Advising Orienting	Starting Records Preparing Class Rosters Receiving Funds Assigning Resources, Staff, Room	Advising Reporting on Exceptions Counseling Tutoring
INDIVIDUAL PROCEDURES					
Commitment Process ——→					
Responding to Initial Information About Learning Opportunities	Exploring Personal Relevance of Program Options	Deciding to Apply for Program	Finalizing Program Selection	Completing Registration	Subsequent Vocational Development Tasks
Receiving Information on School and Programs Offered Responding by Making Written, Phone, or Personal Inquiry Assessing Relevance of General Information General Personal Factors, Self Concept, Prior Learning Experience, Interests, and Goals Personal and Family Circumstances Encouragement From Other Family, Friends, Students, Employer Referral by Education or Community Agency	Learning About Institution and Programs: Location of School, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options Exploring Personal Relevance and General Implications of Information: Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities Clarifying Options Regarding Program Graduation Requirements Exploring Implications for Future: Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement	Understanding Program Requirements and Making Tentative Program Selection Setting Personal and Career Goals Providing Personal Information Seeking Information Seeking Counseling Understanding Institutional Information Planning Finances, Student Loans, Financial Aids	Receiving Academic Advising Understanding Learning Requirements Developing a Schedule Setting Learning Expectations Setting Time Expectations Planning Transportation Arranging Finances	Implementing Decision to Return Completing Registation Process Getting Schedule Approved Paying Fees Organizing Family and Work Responsibility Organizing Self to Participate in Class Organizing Self to Study Implementing Transportation Plans Purchasing Learning Materials	VDT #2 → VDT #3 → VDT #4

HANDOUT #3

GENERAL OBSERVATIONS AND CONCLUSIONS

Educational Development Task #1:
Adults Making the Commitment to Return to School

The following general concepts were identified and serve as a summary of the research completed on task #1.

About Adults

1. Participation in the admissions process is contingent upon an adult being interested enough to initiate contact with an institution to get information about the programs offered and requirements for admission.

2. Motivation to become involved in a program includes one or more of the following reasons. Adults entering school want:

   - to develop or improve specific job skills;
   - to improve employment status;
   - to become independent and self-supportive;
   - to improve their income;
   - help in career transition;
   - to enhance prospects for initial employment;
   - to pursue career or educational goals;
   - to engage in career/educational exploration and planning;
   - an opportunity for personal development; and
   - to avoid boredom, stagnation, etc.

About the Admissions Process

3. Adults, particularly those who are unsure about what they want, will delay making contact with the school or making application until late in the process and then find themselves, usually during registration, in a situation where they need specialized help and counseling at a time when school staff does not have adequate time to talk with them.

4. Adults will have access to and read information about admissions requirements and procedures, but will not necessarily understand this information or understand it in the way the institution intended.

5. The admissions process is conceptualized and operated from primarily an institutional point of view.

6. There is no systematic conceptualization of the admissions process that takes the individual as well as the institutional perspective into consideration.

7. The admissions process is generally an aggregate of "successful" activities used and continuously refined or modified based upon informal estimates of their effectiveness. The admissions process is basically a pragmatic process open to change or modification based upon perceived need, problems encountered, and options for change that are both available and feasible.

8. There are no effective information management procedures to record and/or monitor the progress of adults in different stages of the admissions process.

About Learning

9. The admissions process can be a means for prospective students to learn about:

   - their personal characteristics and attributes relative to the requirements for entry into the institution and a specific program;
   - their prospects for meeting the requirements and being successful in specialized subject areas;
   - their having the time needed to complete a course or program in the context of personal, family, and work responsibilities; and
   - their building the commitment to enter school based upon reliable knowledge about program requirements and confidence in their goals and ability to successfully undertake and complete further education and training.

10. The admissions process, when conceived as a learning process, can be a means for adults to transform more general interests in education and career enhancement into values and goals necessary in developing the commitment to return to school. Such a commitment, when comprehended and grounded in reliable information, can be stated in programmatic terms (i.e., an adult applying to a specific school, entering a specific program, and seeking specific outcomes). This involves personal transformation achieved through the interactive clarifying of knowledge and value to establish goals and develop a plan. A personal plan, as such, integrates knowledge about self, and the institution and programs selected, with a concept of a more desirable future to enable the learner to describe how he/she will be able to reach his/her goal. Learning, when viewed in this manner, illuminates the nature of commitment by structuring and energizing action in the present with reference to the future.

HANDOUT #4

Name ______________________________
Title ______________________________
Division ______________________________
Department ______________________________

INSTITUTION ____________________
STAFF DEVELOPMENT WORKSHOP
DATE ____________________

Evaluation Form for Task #1 Intervention:
Staff Training Package: Academic Advising and Counseling Staff

1. Does the Admissions Process Model describe learning experiences that adults need at each step of the admissions process in order to be committed to returning to school?

   Check one: Yes _____ No _____

   Why or why not?

2. Which of the five steps in the Admissions Model relate most directly to your role or responsibility in working with adults?

   Check one or more: How does it apply?

   Step 1 _____ ____
   Step 2 _____ ____
   Step 3 _____ ____
   Step 4 _____ ____
   Step 5 _____ ____

3. Describe specific ways you, as a staff member, can assist adults during the admissions process in helping them formulate a commitment to return to school.

-over-

4. What policy questions or issues do you feel need to be addressed by your institution in relation to making improvements in academic advising and student services during admissions?

Issue #1:

Issue #2:

Issue #3:

5. Would understanding an adult's learning style change the way you would work with them during the admissions process?

Yes _____ No _____ Why?

6. What additional information or training would you like to have in order to improve your own work with adults during admissions?

Appendix B:

Workshop Transparencies

1: Educational Development Tasks

2: Adults Making the Commitment to Return to School

3: Adults Making the Commitment to Return to School - Facilitating Factors

4. Adults Making the Commitment to Return to School - Impeding Factors

5: Learning Style Profile

6: Learning Style Type Grid

EDUCATIONAL DEVELOPMENT TASKS

- **Making a commitment to return to school**
- **Managing learning**
- **Developing occupational competence**
- **Planning for employment**
- **Becoming employed**

TRANSPARENCY #1

ADULTS MAKING A COMMITMENT TO RETURN TO SCHOOL

- Initial consideration of returning to school
- Continuation through admissions process
- Concludes with being accepted and starting classes

TRANSPARENCY #2

ADULTS RETURNING TO SCHOOL — FACILITATING FACTORS

- Institutional information, services, and opportunities
- Institutional characteristics
- Financial assistance and improvement
- Encouragement from others
- Employment improvement
- Personal competence and better future

TRANSPARENCY #3

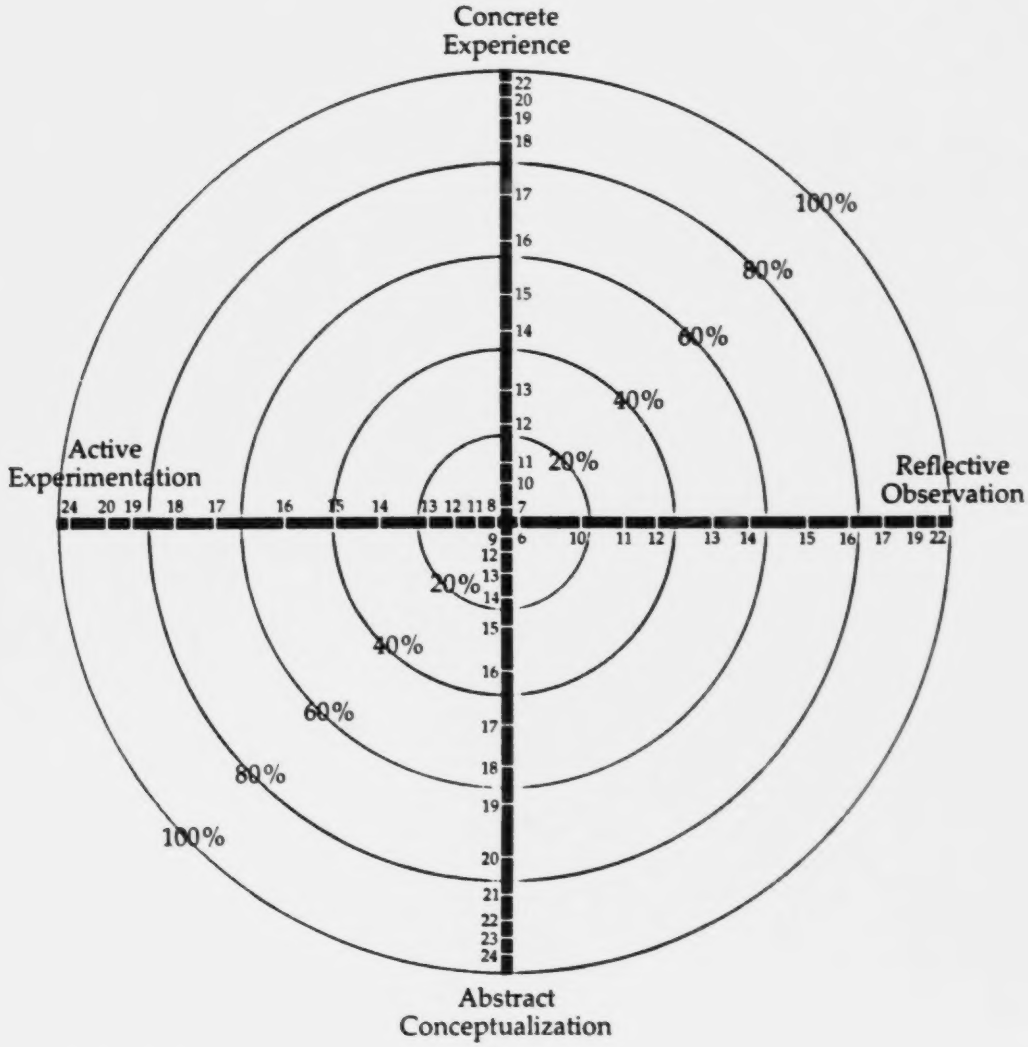
ADULTS RETURNING TO SCHOOL — IMPEDING FACTORS

- Apprehension about self and learning ability
- Handling multiple responsibilities
- Time management
- Confusion/unfamiliarity with institutional processes
- Lack of information and services
- Financial difficulties
- Personal concerns

TRANSPARENCY #4

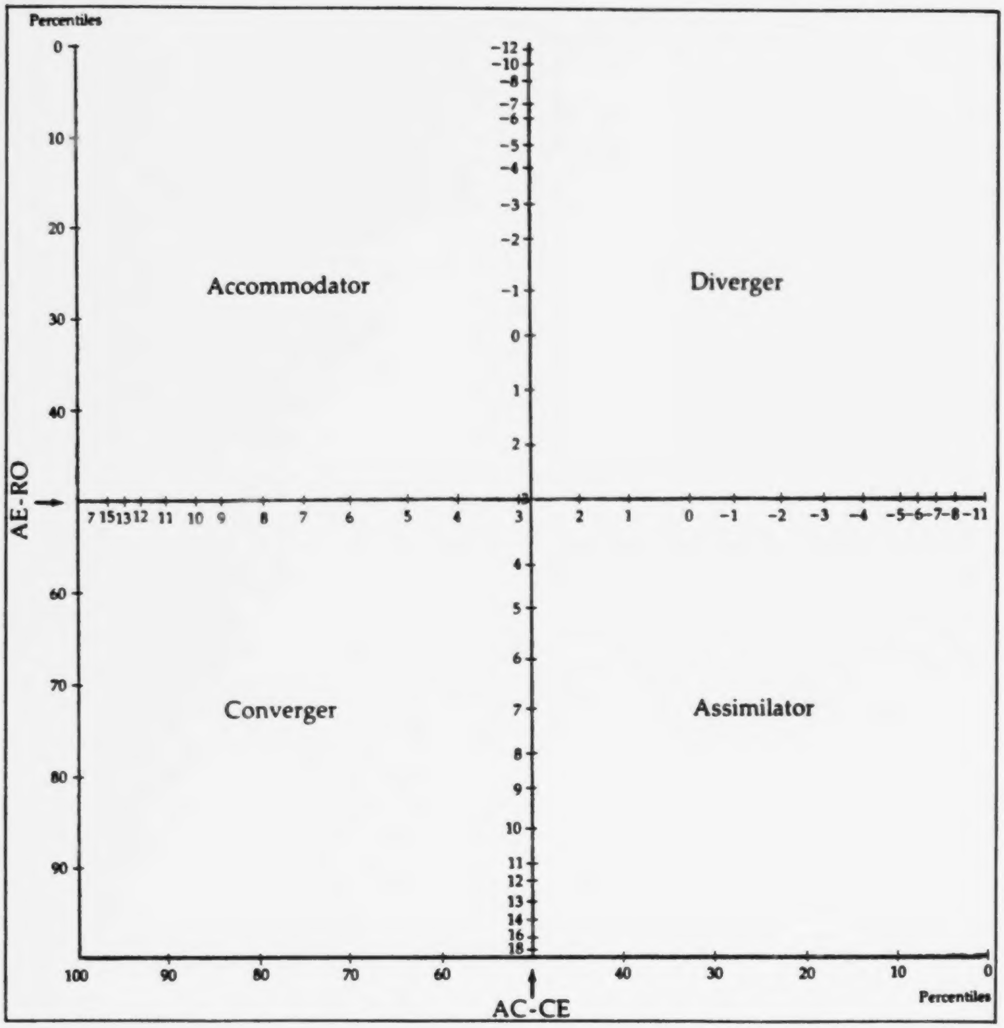
LEARNING STYLE PROFILE

Norms for the Learning Style Inventory



TRANSPARENCY #6

LEARNING STYLE TYPE GRID



Appendix C:

Ordering Information for Learning Style Inventory

Learning Style Inventory

(LSI)

Developed by David A. Kolb to help people understand the ways that they learn, the LSI provides valuable information to both trainers and participants. The LSI can be completed, scored, and profiled in less than 30 minutes. Participant performance for four basic approaches to learning is assessed:

- PARTICIPATION—use of ongoing events
- OBSERVATION—reflection, examination of experiences
- THEORY—use of readings, lectures, models
- EXPERIMENTATION—practice of new skills

The LSI comes in a self-scoring booklet, ideal for individual feedback in a training program. It contains a questionnaire, a profile sheet and a grid. Also included is an explanation and an analysis of the different ways in which people learn and the consequences of learning styles on problem-solving, training, and career development.

How to Order

1. Complete the order form by indicating the number of training aids you need and the correct address and zip code for shipment.
2. Multiply the per-unit price for the number of items you have ordered, and total your order at the bottom. Shipping and handling is FOB, Boston. Shipments prepaid by McBer will appear on your invoice.
3. Complete the section indicating method of payment. You may charge the complete order to your MasterCard or VISA account, or enclose a corporate Purchase Order number. (Invoices totaling less than $100 must be accompanied by payment or charged to a Credit Card. All invoices are due in 30 days.
4. Then, mail or PHONE your order. To phone, call (617) 437-7080 weekdays, between 9:00 a.m.–5:30 p.m. Your order will be shipped within 24 hours of your call. Phone orders must include all information listed above, so please complete your order form before calling.

McBer and Company

For further information contact:

Murray M. Dalziel, *Vice President*
McBer and Company
137 Newbury Street
Boston, Massachusetts 02116
(617) 437-7080

David C. McClelland, *Chairman of the Board*

Richard E. Boyatzis, *President and CEO*

ORDER FORM
McBER and Company TRAINING AIDS

LEARNING STYLE INVENTORY (LSI): Includes Questionnaire, Profile and Interpretive Notes; 10 sets per packet

	Price	Quantity	Total
Self-Scoring Booklets			
1–19 packets	$30.00 ea		
20–49 packets	28.50 ea		
50–99 packets	27.00 ea		
100– packets	22.00 ea		
Technical Manuals (FREE with orders over $500)	$10.00 ea		

TOTAL ORDER ____________

Mass. Residents Add 5% sales tax ____________

GRAND TOTAL ____________

Shipping and Handling: FOB, Boston Shipping, freight, or transportation costs pre-paid by McBer will appear on the invoice and are the responsibility of the buyer.

Ordered by (name) ____________________

Firm ____________________

Address ____________________

City ____________________ State ____________ Zip Code ____________

Telephone ____________________
(area code

Special Shipping Instructions: ____________________

PAYMENT MODE:

☐ Payment enclosed

☐ Invoice me. I understand that payment in full is due in 30 days. P.O. # ____________

☐ Charge my ☐ MasterCard Account # ____________

☐ VISA Account # ____________

Expiration Date ____________

STAFF TRAINING PACKAGE: ADULT COMMITMENT

Introduction

This manual describes a training intervention for staff who work with adult students during the college admissions process. This group should include, but not be limited to, administrators, student services staff, academic advisors, instructors of first term courses, and staff responsible for continuing education.

This staff training package is an intervention developed as part of the Appalachia Educational Laboratory's Lifelong Learning Program (LLP) and is a result of the research conducted on Educational Development Task #1, Adults Making the Commitment to Return to School. This intervention addresses the critical factors affecting adults during the admissions process and the developmental needs of adults who have started classes but are not yet committed to being in school.

This staff training package is designed to promote: understanding of the process adults go through in formulating a commitment to return to school and the importance of learning during the admissions process as the primary means of developing commitment. The training takes approximately three hours to deliver. It is recommended that prior to training, staff participate in the session on task #1 research findings. This would provide them with background on the critical facilitating and impeding factors that affect adults as they formulate a commitment to return to school.

This training package, although it may be used independently, is designed to be given as the third or fourth segment of a two-day workshop. For specific recommendations, see page seven of the Introduction to this handbook.

Purpose and Objectives of Workshop

The major purpose of this training session is to present the concept and the levels of commitment associated with research on task #1. A matrix of the levels of commitment is introduced as a tool for understanding the process and then several vignettes based on actual cases of adults making a decision to return to school are presented to illustrate the levels of commitment. Specific objectives are:

- To help staff develop an understanding of adult concerns related to admissions.
- To help staff develop and utilize more effective means of promoting adult learning during the admissions process.
- To help staff become more sensitive to the level of commitment expressed by adults with whom they are in contact.

Selection of Workshop Leader

This training package addresses adult learning and motivation, therefore, it is preferable to have a leader with a strong background in student development services or adult learning theory and practice. This person should also have competencies in the following areas.

- Background in educational research including qualitative methodology.
- Familiar with postsecondary and adult education curriculum and learning theory.
- Familiar with the admissions process including student services and academic advisement.
- Effective communication skills in a workshop setting.

It is further recommended that the leader deliver only this training package in any one day and be given at least two days preparation time well enough in advance to be able to become familiar with the resources and to make specific arrangements for training materials. If two different training sessions are scheduled for the same day, it is recommended that a different leader deliver the second training package due to the amount of information to be coordinated and delivered.

Workshop Assumption

The basic assumption of this workshop is that staff members are competent to perform their educational responsibilities and can develop insight into the life problems of adults to help them accomplish the goal of task #1. An effective facilitator or group leader will help participants draw on their own knowledge and experience in helping adults develop such commitment.

It is important for the leader to have a basic attitude of trust in each participant's worth as an individual and each person's potential to contribute to the workshop. The leader should function as a facilitator, not transform workshop activities into lectures or create the impression of being one who knows all the answers. The leader should be able to elaborate upon the workshop's outline with personal expertise and knowledge.

Each participant needs to be regarded as one who is responsible, has a vital role in helping adults, and can add valuable input to the group's activities. Each should be encouraged to engage in the workshop exercise through listening and sharing. Although part of the workshop necessitates lecture and giving information, group feedback and discussion should be encouraged whenever possible.

While receiving ideas from others, participants can be actively involved in what is happening and provide their own input. The goal of the leader is to introduce and cover the workshop concepts in an enjoyable, interesting, and creative manner.

Instructions for Workshop Planning

Total Hours of Workshop: Three.

Size of Workshop Group

A. This training package has been designed and tested for use with faculty staff groups of 20-35 persons. Larger groups limit the time and opportunity needed for thoughtful discussion and reflection.

Facilities and Materials Needed

A. The training should be held in a comfortable room where participants can discuss informally and take part in small group activities without external distractions.

B. Chairs should be arranged in classroom style to facilitate discussion and to provide easy viewing of transparencies projected and newsprint hung in front.

C. Teaching supplies and materials needed:

1. Overhead projector and screen.
2. Newsprint or large paper.
3. Felt tip markers.
4. Masking tape.
5. Staff Training Package on Research Findings.
6. Transparencies (see Appendix A for photoready copies). They include:
    a. Transparency #1 - Lifelong Learning Definition.
    b. Transparency #2 - Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School.

   c. Transparency #3 - Analysis of Commitment - The Case of Tom.

   d. Transparency #4 - Analysis of Commitment - The Case of Earl.

   e. Transparency #5 - Analysis of Commitment - The Case of Mary.

7. Handouts (see Appendix B for photoready copies). For each of the handouts, select a different color if possible and record the color used for each handout in the appropriate sections of this training package. They include:

   a. Handout #1 - Workshop Agenda (color: __________).

   b. Handout #2 - Admissions Model (color: __________).

   c. Handout #3 - Components of Commitment Related to Admissions Process (color: __________).

   d. Handout #4 - Levels of Commitment: Explanation and Implications (color: __________).

   e. Handout #5 - Matrix for Analysis of Commitment (color: ________).

   f. Handout #6 - The Case of Tom (color: __________).

   g. Handout #7 - The Case of Earl (color: __________).

   h. Handout #8 - The Case of Mary (color: __________).

   i. Handout #9 - Matrix Worksheet for Analysis of Commitment (color: __________).

   j. Handout #10 - Evaluation Form (color: __________).

Preparation for Workshop Leader

A. Review entire training package well in advance of planned delivery date.

B. Review appendices and relationship of content to delivery of training.

C. Make arrangements for preparation of transparencies and duplication of handouts in sufficient quantity.

D. Arrange for materials needed for training.

Suggested Agenda for Workshop (Based on a half day--three hours)

I. Introduction of Training Session

Time required: Ten minutes.
Suggested time: 8:30 - 8:40 a.m.

II. Educational Development Task #1, Adults Making the Commitment to Return to School

Time required: Twenty minutes.
Suggested time: 8:40 - 9:00 a.m.

III. Commitment

Time required: One hundred ten minutes.
Suggested time: 9:00 - 10:50 a.m.
Break: 10:50 - 11:00 a.m.

IV. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 11:00 - 11:10 a.m.

V. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 11:10 - 11:30 a.m.

Workshop Activities - Instructions for Leader

I. INTRODUCTION OF TRAINING SESSION

A. Time required: Ten minutes.

B. Methods:

1. Lecture and explanation.

2. Group discussion.

C. Objectives:

1. Provide participants with opportunity to focus on lifelong learning concept as an introduction to the workshop.

2. Inform participants of objectives and purpose of training session.

3. Provide participants an opportunity to explore their current understanding of commitment as a basis for understanding adults' decisions to return to school.

D. Materials needed:

1. Transparency #1, Lifelong Learning Definition (Appendix A).
2. Handout #1 (color: __________), Workshop Agenda (Appendix B).
3. Overhead projector and screen.
4. Newsprint or large paper.
5. Felt tip markers.
6. Masking tape.

E. Specific preparation:

1. Review agenda for program overview.
2. Study workshop objectives relative to workshop content.
3. Prepare a list of participants, particularly if outsiders are expected to attend, for introduction and documentation purposes.

F. Steps for conducting introduction:

1. Introduce yourself and give a brief overview of the workshop and any necessary arrangements made for the session. Distribute Handout #1 (color: __________), Workshop Agenda.
2. Introduce the concept of lifelong learning and explain how it relates to adults attending postsecondary institutions. Use Transparency #1 to focus attention on definition and explain the key ideas that are underlined.

Transparency #1
Lifelong Learning Definition

Lifelong or self-directed learning involves the exercise of personal initiative in organizing and developing self to meet the accepted challenges or requirements necessary to achieve one's goals in life situations (informal learning)--or, as this may occur in formal learning settings, to achieve one's goals by meeting the requirements for success set by institutions that regulate and sanction recognition of competence.

3. Present the three purposes of the workshop:

    a. To help staff develop an understanding of adult concerns related to admissions.

    b. To help staff develop and utilize more effective means of promoting adult learning during the admissions process.

    c. To help staff become more sensitive to the level of commitment expressed by adults with whom they are in contact.

4. Provide an overview of the agenda.

    A. Use agenda to show how workshop is organized and to achieve workshop purposes.

5. Ask participants to react to the concept of commitment and share their perceptions of what it means to them.

    a. Have them write their ideas about the concept of commitment on the reverse side of their agenda. Then have them think specifically about how these would apply to adults deciding to return to school.

    b. Ask participants to volunteer to share their ideas with you. Write main points on conference pad.

    c. When finished, hang sheets on wall for later reference.

II. EDUCATIONAL DEVELOPMENT TASK #1, ADULTS MAKING THE COMMITMENT TO RETURN TO SCHOOL

A. Time required: Twenty minutes.

B. Methods:

1. Lecture.

2. Explanation.

C. Objectives:

1. Provide participants with background information on AEL Lifelong Learning Program research on task #1.

2. Share General Observations and Conclusions regarding adults during admissions process.

3. Introduce Admissions Model as framework for analysis of admissions experiences and development of commitment.

D. Materials needed:

1. Staff Training Package on Research Findings.

2. Transparency #1, Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School (Appendix A).

3. Overhead projector and screen.

4. Handout #2 (color: __________), Admissions Model (Appendix B).

E. Specific preparation:

1. Review research design, methodology, and findings (staff training package on research findings).

2. Study General Observations and Conclusions.

3. Review Admissions Model and be able to explain both the institutional and individual procedures associated with each step of the admissions process and the learning that can take place on the basis of adults formulating commitment.

F. Steps for conducting lecture and explanation:

1. Provide a brief overview of the research design, methods, and findings. Use Transparency #2 in discussing specific factors.

2. Explain the following General Observations and Conclusions of the research study.

   a. Participation in the admissions process is contingent upon an adult being interested enough to initiate contact with an institution to get information about the programs offered and requirements for admissions.

   b. Motivation to become involved in a program includes one or more of the following reasons. Adults entering school want:

      (1) To develop or improve specific job skills.

      (2) To improve employment status.

      (3) To become independent and self-supportive.

      (4) To improve their income.

      (5) Help in career transition.

      (6) To enhance prospects for initial employment.

      (7) To pursue career or educational goals.

      (8) To engage in career/educational exploration and planning.

      (9) An opportunity for personal development.

      (10) To avoid boredom, stagnation, etc.

   c. Adults, particularly those who are unsure about what they want, will delay making contact with the school or making application until late in the process and then find themselves, usually during registration, in a situation where they need specialized help and counseling at a time when school staff does not have adequate time to talk with them.

   d. Adults will have access to and read information about admissions requirements and procedures, but will not necessarily understand this information or understand it in the way the institution intended.

   e. The admissions process is conceptualized and operated from primarily an institutional point of view.

   f. There is no systematic conceptualization of the admissions process that takes the individual as well as the institutional perspective into consideration.

g. The admissions process is generally an aggregate of "successful" activities used and continuously refined or modified based upon informal estimates of their effectiveness. The admissions process is basically a pragmatic process open to change or modification based upon perceived need, problems encountered, and options for change that are both available and feasible.

h. There are no effective information management procedures to record and/or monitor the progress of adults in different stages of the admissions process.

i. The admissions process can be a means for prospective students to learn about:

    (1) Their personal characteristics and attributes relative to the requirements for entry into the institution and a specific program.

    (2) Their prospects for meeting the requirements and being successful in specialized subject areas.

    (3) Their having the time needed to complete a course or program in the context of personal, family, and work responsibilities.

    (4) Their building the commitment to enter school based upon reliable knowledge about program requirements and confidence in their goals and ability to successfully undertake and complete further education and training.

j. The admissions process, when conceived as a learning process, can be a means for adults to transform more general interests in education and career enhancement into values and goals necessary in developing the commitment to return to school. Such a commitment, when comprehended and grounded in reliable information, can be stated in programmatic terms (i.e., an adult applying to a specific school, entering a specific program, and seeking specific outcomes). This involves personal transformation achieved through the interactive clarifying of knowledge and value to establish goals and develop a plan. A personal plan, as such, integrates knowledge about self, and the institution and programs selected, with a concept of a more desirable future to enable the learner to describe how he/she will be able to reach his/her goal. Learning, when viewed in this manner, illuminates the nature of commitment by structuring and energizing action in the present with reference to the future.

3. Introduce Handout #2 (color: __________), Admissions Model.

   a. Origin of model: The Lifelong Learning Program research efforts have resulted in the development of a model of the admissions process based upon: a review of professional literature on college admissions; a study of the admissions process at each research site; the research findings on the critical factors that affect adults making the commitment to return to school; and the work on identification, development, and validation of task #1 interventions. The Admissions Model presents two basic sets of procedures, characterizing both the institutional and individual processes followed during admissions. The Model was developed and refined during each phase of the research for task #1.

   b. Institutional procedures: describe and explain how the procedures for each step of the process relate to your institution's procedures. You may add additional segments if appropriate. Be sure to remain consistent with the flow of the model.

   c. Individual procedures: describe and explain the learning that can occur at each step of the admissions process that will give adults more control over the decision to return to school.

   d. Relate to general observations and conclusions about adult learning and concept of commitment covered above in 2 e to the content of the Admissions Model.

III. COMMITMENT

A. Time required: One hundred ten minutes.

B. Methods:

1. Lecture and explanation.

2. Small group discussions.

3. Large group discussion.

C. Objectives:

1. Introduce LLP concept of commitment and explain importance of learning as a means of developing commitment.

2. Examine the importance of commitment.

3. Examine the levels of commitment and provide opportunity to use concepts in looking at specific adults interviewed during admissions process.

D. Materials needed:

1. Transparency #3, Analysis of Commitment - The Case of Tom (Appendix A).
2. Transparency #4, Analysis of Commitment - The Case of Earl (Appendix A).
3. Transparency #5, Analysis of Commitment - The Case of Mary (Appendix A).
4. Handout #3 (color: __________), Components of Commitment Related to Admissions Process (Appendix B).
5. Handout #4 (color: __________), Levels of Commitment: Explanation and Implications (Appendix B).
6. Handout #5 (color: __________), Matrix for Analysis of Commitment (Appendix B).
7. Handout #6 (color: __________), The Case of Tom (Appendix B).
8. Handout #7 (color: __________), The Case of Earl (Appendix B).
9. Handout #8 (color: __________), The Case of Mary (Appendix B).
10. Handout #9 (color: __________), Matrix Worksheet for Analysis of Commitment (Appendix B).

E. Specific preparation:

1. Study Handout #3 (color: __________), Components of Commitment Related to Admissions Process, and Handout #4, Levels of Commitment: Explanation and Implications, until they become clear and you feel comfortable using them. Use the transparency copy on pages 155-157 to make any additional notes or comments you need to make the examples more meaningful.
2. Check to see that you have enough copies of Handouts #3-#8 for each participant and that you have enough of #9 to give each participant three copies.
3. Study each case (Tom, Earl, and Mary) and complete your own Matrix Worksheet. Resolve any differences you may have with the analysis presented on Transparencies #3, #4, and #5. You should feel confident enough with each case to be able to lead a group discussion and help others understand the components and levels of commitment.

F. Steps for conducting lecture and small and large group discussions:

1. Introduction of the concept of commitment:

   Emphasize that participants are in daily contact with adults who are in the process of formulating a commitment--a commitment to return to school. Note that commitment in this context involves: (1) the level of knowledge achieved by an individual in conceptualizing a more desirable future, and (2) the affective intensity with which an individual pursues those future goals. In order to fully understand the nature of commitment, it is essential to know the level of one's integration of knowledge and affect with regard to one's plan for the future, and the individual's present involvement in following a plan to achieve goals.

   Note that commitment is a process and research has shown that the institution and staff do impact on that process, both positively and negatively. Indicate that it is hoped that by their understanding the process of commitment in relation to school, staff will be able to facilitate adults in their process of commitment.

2. Components of commitment:

   a. Introduce the three components of commitment: knowledge, affect, and integration. Discuss the components in relation to commitment to return to school.

      (1) Knowledge: includes information about relevant educational and occupational opportunities and requirements, and such things as finances, aid, institutional procedures, etc.

          Discuss the types of information that different staff can provide to adults during the admissions process.

      (2) Affect: includes awareness of personal factors (self, familial, and situational) that constitute important goals, values, and interests.

          Discuss the types of affective factors that typical adults might exhibit--use the results of the research on task #1 to guide the discussion.

      (3) Integration: of knowledge and affect includes meshing information and values in the development of a plan (in personally and institutionally relevant terms) as the basis for taking effective action.

b. After participants have a general understanding of the three components, discuss Handout #3 (color: __________), Components of Commitment Related to the Admissions Process. Focus on the knowledge and affective components involved at each step, and the types of action resulting from integrating knowledge and affect.

Break: Ten minutes.

3. Levels of component:

a. Using Handout #4 (color: __________), Levels of Commitment: Explanation and Implications, discuss the three levels of commitment which represent increasing levels of knowledge and affective awareness.

b. Using Handout #5 (color: __________), Matrix for Analysis of Commitment, discuss the interrelationship among the components and levels of commitment.

c. Using the materials in Handout #6 (color: __________), The Case of Tom, and Handout #9 (color: __________), Matrix Worksheet for Analysis of Commitment, have the participants read the case of Tom. Discuss the levels of knowledge, affect, and integration reflected in Tom's case. Then review the completed commitment matrix for Tom (Transparency #3).

Transparency #3

ANALYSIS OF COMMITMENT

The Case of Tom

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I			
II			
III	*Talked to no one. Little knowledge about history. Finances a barrier, but did not talk to anyone about financial aid, except veterans.*	*Need to brush up on skills. Left orientation before testing. Sought no information on teaching history. No idea what action to take to resolve financial problem.*	*Goal very general--get a better education, teach history, help somebody else.*

d. Divide the participants into groups of four or five. Using the materials in Handout #7 (color: __________), The Case of Earl, and Handout #9 (color: __________), Matrix Worksheet for Analysis of Commitment, have the participants read the case of Earl and complete the blank commitment matrix form. Allow 20 minutes for completion of the exercise. Then have each group share their thinking and level designations for Earl's knowledge, affect, and integration. Use Transparency #4 to guide the discussion and summary.

Transparency #4

ANALYSIS OF COMMITMENT
The Case of Earl

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that contribute important goals, values, and interests.
I	*Demonstrates knowledge of program, time requirements, institution, etc. Has good background in terminology/mechanics to support choice. Has good background in math.*	*Has identified major problems and has resources to handle them. Is autonomous with few social obligations.*	*Demonstrates considerable self knowledge, intelligence, and goal centering. Shows maturity in comment on younger students. Is aware that literature, etc., could be more difficult.*
II			
III			

e. Repeat the previous exercise for the case of Mary using the materials in Handout #8 (color: __________), The Case of Mary, and Handout #9 (color: __________), Matrix Worksheet for Analysis of Commitment" if time permits. Use Transparency #5 to guide the discussion.

Transparency #5

ANALYSIS OF COMMITMENT
The Case of Mary

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I			
II	*Can get education needed for current job. Undecided on specific program, but leaning toward education, which relates to her job.*	*No definite plan, but intends to try a few subjects and then select program.*	*Mind stale. Wants to keep mind functioning, loves children, has family support. Scared during admissions.*
III			

f. Have participants review their original ideas about commitment listed on the newsprint sheets in activity I F 5. Discuss the relationship between their pre-training ideas and current knowledge about commitment as a summary for this activity.

IV. Conclusion of Workshop

A. Time required: Twenty minutes.

B. Method:

1. Lecture.

C. Objective:

1. Summarize key concepts presented in workshop.

D. Materials needed: None.

E. Specific preparation:

1. Be able to elaborate on the key concepts presented in the workshop and listed below in F 1 and 2.

F. Steps for conducting lecture:

1. Summary of Admissions Model--briefly summarize the Admissions Model emphasizing the adult perspective and the institutional requirements.

2. Summary of commitment as it relates to adults and the Admissions Model--summarize the components and levels of commitment related to adults returning to school using Handout #5 as a guide.

3. Final comments and questions.

V. EVALUATION OF WORKSHOP

A. Time required: Twenty minutes.

B. Methods:

1. Use of Evaluation Forms.

2. Brief explanation of the rationale of the evaluation.

C. Objectives:

1. To provide a method for participants to evaluate the session in a substantive way.

2. Develop evaluation data on workshop impact and effectiveness.

D. Materials needed:

1. Handout #10 (color: __________), Evaluation Form (Appendix B).

E. Specific preparation:

1. Study Evaluation Form and be prepared to answer questions if asked by individuals while completing form.

F. Steps for conducting evaluation:

1. Distribute Handout #10 (color: __________), Evaluation Form, and ask participants to fill out both sides.

2. Respond individually to questions participants may have regarding evaluation questions.

3. Allow adequate time for participants to fill out the forms. Have someone stand at each exit to collect the Evaluation Forms from each person as he/she leaves.

Appendix A:

Workshop Transparencies

1: Lifelong Learning Definition

2: Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School

3: Analysis of Commitment - The Case of Tom

4: Analysis of Commitment - The Case of Earl

5: Analysis of Commitment - The Case of Mary

TRANSPARENCY #1

LIFELONG LEARNING DEFINITION

Lifelong or self-directed learning involves the exercise of personal initiative in organizing and developing self to meet the accepted challenges or requirements necessary to achieve one's goals in life situations (informal learning)--or, as this may occur in formal learning settings, to achieve one's goals by meeting the requirements for success set by institutions that regulate and sanction recognition of competence.

TRANSPARENCY #2

RELATIONSHIP OF CATEGORIES OF FACILITATING AND IMPEDING FACTORS AFFECTING ADULTS MAKING A COMMITMENT TO RETURN TO SCHOOL

Facilitating Factor Categories	**Impeding Factor Categories**
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information, services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators	Apprehensions about self
Encouragement from others	Handling multiple responsibilities
	Time management concerns

ANALYSIS OF COMMITMENT
The Case of Tom

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I			
II			
III	*Talked to no one. Little knowledge about history. Finances a barrier, but did not talk to anyone about financial aid, except veterans.*	*Need to brush up on skills. Left orientation before testing. Sought no information on teaching history. No idea what action to take to resolve financial problem.*	*Goal very general--get a better education, teach history, help somebody else.*

TRANSPARENCY #3

ANALYSIS OF COMMITMENT
The Case of Earl

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that contribute important goals, values, and interests.
I	*Demonstrates knowledge of program, time requirements, institution, etc. Has good background in terminology/mechanics to support choice. Has good background in math.*	*Has identified major problems and has resources to handle them. Is autonomous with few social obligations.*	*Demonstrates considerable self knowledge, intelligence, and goal centering. Shows maturity in comment on younger students. Is aware that literature, etc., could be more difficult.*
II			
III			

TRANSPARENCY #4

ANALYSIS OF COMMITMENT
The Case of Mary

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I			
II	*Can get education needed for current job. Undecided on specific program, but leaning toward education, which relates to her job.*	*No definite plan, but intends to try a few subjects and then select program.*	*Mind stale. Wants to keep mind functioning, loves children, has family support. Scared during admissions.*
III			

TRANSPARENCY #5

Appendix B:

Workshop Handouts

		Colors Selected
1:	Workshop Agenda	______________
2:	Admissions Model	______________
3:	Components of Commitment Related to Admissions Process	______________
4:	Levels of Commitment: Explanation and Implications	______________
5:	Matrix for Analysis of Commitment	______________
6:	The Case of Tom	______________
7:	The Case of Earl	______________
8:	The Case of Mary	______________
9:	Matrix Worksheet for Analysis of Commitment	______________
10:	Evaluation Form	______________

HANDOUT #1

SCHOOL ____________________
LEADER ____________________
DATE ____________________

WORKSHOP AGENDA

I. Introduction of Training Session

Time required: Ten minutes.
Suggested time: 8:30 - 8:40 a.m.

II. Educational Development Task #1, Adults Making the Commitment to Return to School

Time required: Twenty minutes.
Suggested time: 8:40 - 9:00 a.m.

III. Commitment

Time required: One hundred ten minutes.
Suggested time: 9:00 - 10:50 a.m.
Break: 10:50 - 11:00 a.m.

IV. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 11:00 - 11:10 a.m.

V. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 11:10 - 11:30 a.m.

AEL LIFELONG LEARNING PROGRAM ADMISSIONS MODEL

ADMISSIONS PROCESS					MATRICULATION PROCESS
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	
INSTITUTIONAL PROCEDURES					
Recruitment Process ——— →		Induction Process ——— →			
Contacting Prospective Adult Students	Informing Prospective Adult Students	Evaluating Prospective Adult Students	Admitting Adult Students	Registering Adult Students	Monitoring Student Progress
Contacting and Attracting Adults: (Through Students, Former Students, Staff, Media, etc.)	Providing Information Providing Application Materials Responding to Questions Interviewing	Receiving Application Information: Application Form, Transcripts, Medical Information, Test Results, Interview Data Counseling Receiving Requests for Financial Aid	Selecting Assigning Advisor Advising Orienting	Starting Records Preparing Class Rosters Receiving Funds Assigning Resources, Staff, Room	Advising Reporting on Exceptions Counseling Tutoring
INDIVIDUAL PROCEDURES					
Commitment Process ——— →					
Responding to Initial Information About Learning Opportunities	Exploring Personal Relevance of Program Options	Deciding to Apply for Program	Finalizing Program Selection	Completing Registration	Subsequent Vocational Development Tasks
Receiving Information on School and Programs Offered Responding by Making Written, Phone, or Personal Inquiry Assessing Relevance of General Information General Personal Factors, Self Concept, Prior Learning Experience, Interests, and Goals Personal and Family Circumstances Encouragement From Other Family, Friends, Students, Employer Referral by Education or Community Agency	Learning About Institution and Programs: Location of School, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options Exploring Personal Relevance and General Implications of Information: Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities Clarifying Options Regarding Program Graduation Requirements Exploring Implications for Future: Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement	Understanding Program Requirements and Making Tentative Program Selection Setting Personal and Career Goals Providing Personal Information Seeking Information Seeking Counseling Understanding Institutional Information Planning Finances, Student Loans, Financial Aids	Receiving Academic Advising Understanding Learning Requirements Developing a Schedule Setting Learning Expectations Setting Time Expectations Planning Transportation Arranging Finances	Implementing Decision to Return Completing Registation Process Getting Schedule Approved Paying Fees Organizing Family and Work Responsibility Organizing Self to Participate in Class Organizing Self to Study Implementing Transportation Plans Purchasing Learning Materials	VDT #2 → VDT #3 → VDT #4

HANDOUT #2

COMPONENTS OF COMMITMENT RELATED TO ADMISSIONS PROCESS

INSTITUTIONAL PROCEDURES				
Contacting Prospective Adult Students	Informing Prospective Adult Students	Evaluating Prospective Adult Students	Admitting Adult Students	Registering Adult Students
INDIVIDUAL PROCEDURES				
Responding to Initial Information About Learning Opportunities	Exploring Personal Relevance of Program Options	Deciding to Apply for Program	Finalizing Program Selection	Completing Registration
KNOWLEDGE				
Receive general information on schools and programs offered. Referral by education or community agency.	Obtain specific information about institution and programs (location of school, programs offered, admissions staff, counselors, costs, financial aid, transportation). Obtain information about program graduation requirements.	Understand program requirements and institutional information. Obtain counseling information.	Receive academic advising. Understand learning requirements.	Develop class schedule and get necessary approval. Pay fees.
INTEGRATION				
Respond to initial information about learning opportunities.	Explore personal relevance of program options.	Make tentative program selection and decide to apply.	Finalize program selection.	Complete registration process. Implement decision to return.
AFFECT				
Assess relevance of general information. Examine general personal factors, self concept, prior learning experiences, interests, and goals. Consider family and personal circumstances. Consider reactions from other family, friends, students, and employer.	Explore personal relevance and general implications of information (personal goals, family, work, health, personal crisis, other interests, and responsibilities). Explore implications for future personal growth, employment, career, income, standard of living, social involvement.	Set personal and career goals. Plan finances, student loans, and financial aid.	Set learning expectations. Set time expectations.	Organize family and work responsibilities. Organize self to participate in class. Organize self to study.

HANDOUT #4

LEVELS OF COMMITMENT: EXPLANATION AND IMPLICATIONS

Level I - Committed

Individuals will resolve problems related to their entering school because they are committed. They will need information for planning and for decisions.

They will benefit from ideas and advice but do not need to be convinced that it is in their best interest to return.

They will use information and advice to reformulate and articulate their reasons and plan for going to school and justify their decisions.

Evidence of commitment that will be in their strength of goal--articulated in terms of personal values and in established program and occupational terms.

Some of these individuals may already be lifelong learners.

Conceptually speaking--this group of individuals is expected to be small.

Some committed or morally autonomous persons will not elect school.

Level II - Commitment Foreseen

Level II individuals can be expected to have difficulties because they are not committed. Problems can have either a temporary or permanent delaying effect on their "returning" to school.

Reaching commitment will require more information and greater comprehension of what is already known and clear personal values upon which to set goals.

Many "undecided" students are at this level.

Success with tasks II and III will be more difficult due to lack of commitment. This is because they are not certain why they are in school or exactly where they want school to take them.

This group is expected to be large.

Level III - Not Committed

Most of these people will not make it through the admissions process. They have no basis for understanding education as a viable option.

They have limited self knowledge and self confidence.

They possess some information that is not integrated and self knowledge may be only at interest level.

HANDOUT #5

MATRIX FOR ANALYSIS OF COMMITMENT

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I	*Has important information and recognizes relationships. Can evaluate and use important information and disregard unimportant information.*	*Has plan for returning to school and is taking effective action. Plan and action suitable to handle situations currently being experienced. Is committed.*	*Has identified important personal factors and established goals for returning to school.*
II	*Has some important information and has worked out some relationships. Needs more information and to work out discrepancies in data already possessed.*	*Has general plan for returning to school but it does not cover all important contingencies. Conscious of barriers but no clear concept of where plan will go or what to do. Commitment foreseen.*	*Is aware of some important personal factors and has ideas about relationships among them. Is unsure of some personal factors.*
III	*Does not have important information or recognize relationship among sets of information. Has difficulty determining what information is needed or in evaluating new information.*	*Has some ideas but no plan and is not taking effective action. Is uncommitted and possibly still exploring relevance of important personal factors and information.*	*Has identified a few important personal factors but is unaware of relationships among them.*

HANDOUT #6

THE CASE OF TOM

Tom is a 40-year-old unemployed coal miner. He has a high school education and has applied to your institution because he wants "to get a better education" and wants "to have better money coming in." Tom talked with his wife about returning to school and she encouraged him. He did not talk with anyone from the school because he didn't know anyone and "just to jump in there and try to talk to somebody is kind of hard."

Tom is a veteran and did talk with someone in the Veteran's Office and completed the paperwork for applying for veteran assistance. He did not complete the admissions process. He attended part of the orientation, but left before the placement testing began. He says he left because he needed to go to the library. He felt he needed "to brush up on this and I need to brush up on that." He thinks he will wait and start next term so he won't "be jumping in over my head...You can go there (library) and you can brush up on whatever you need to brush up on. Catch up with these high school kids that are just coming in; they're fresh out of high school." Tom has been out of school for many years.

Tom wants to go into a program that will prepare him to be an history teacher. He says that's his lifelong dream--to be a teacher. In order to be a history teacher, Tom thinks he needs "to brush up on all my history." He hasn't obtained any information about either teaching or the history program.

Finances are a major problem for Tom. He has not sought any financial aid aside from veteran assistance. He doesn't know what he's going to do about finances. "It's kind of a barrier you have to get through one way or another."

Tom thinks he can do the required school work, saying, "My mental capacity is ready for it." The factor motivating him to return to school is "wanting to help someone else."

THE CASE OF EARL

Earl is a 20-year-old single automobile mechanic who is returning to school because he hasn't "been able to find decent work." He has applied to your school because it's close to home and accredited. He discussed returning to school with a vocational counselor and they considered the various schools Earl could attend. Earl says he's majoring in electrical engineering and thought "it would be a lot easier and a lot more beneficial to come here and at least get the basic courses out of the way." He has compared your school with major colleges in the state and "they are a lot bigger and there's a lot less time for the individual and less chances for tutoring and all that."

Earl attended orientation and took the required standardized placement tests. His test performance made him realize he could benefit from a "refresher" course in algebra, even though he has a strong mathematics background.

Visualizing himself five years from now, Earl hopes to be working as an electrical engineer and working part-time on a Master's degree. Electronics has been a long-time hobby and Earl describes having worked with toasters, stereos, etc. He knows he must complete advanced mathematics courses as well as physics and engineering principles. Although he doesn't anticipate having any difficulty with these types of courses, he acknowledges that other basic courses, such as literature, could be difficult for him. He is aware of the tutors and special services that are available to students needing academic assistance.

Earl has discussed his career plans with a vocational counselor in the Army. While in the military, he completed some special training in the engineering field.

Earl has talked with an academic advisor at your school, as well as other faculty members, and has obtained much information about the engineering program being offered. His father is an engineer and he has learned a lot about the field from him. Earl is attracted to the mental challenge of the field and realizes he may have to relocate to obtain a position in his chosen field.

Earl anticipates taking four to six years to complete his program. Although his job and a student loan pay for most of his expenses, finances are his primary concern. He isn't sure how he will work the financial issue out. Earl also indicates being somewhat annoyed by younger students who don't take education seriously and disrupt others' learning. However, he concludes that he has the IQ, love of the challenge, and the will to make it.

HANDOUT #8

THE CASE OF MARY

Mary is a 45-year-old married high school graduate who is employed and has three children. Mary is returning to school because "my kids are all through school and my mind was getting stale...I think it would be a good way to keep my mind functioning." Two of her daughters had attended your institution previously and encouraged her to attend. She also knows a few of the faculty members and has a co-worker who also attends the school.

Mary indicates she had not had difficulty completing the admissions process although she "was scared to death." She did not attend orientation.

Responding to where she sees herself five years from now, Mary responds "I really don't know." She thinks she will probably still be in her current job position, which requires a certificate for which she needs further education. Mary hasn't decided on a program of study yet. She's planning to decide after she takes a few subjects, although she later admits she will probably go into some form of education. This relates to her current position and she loves working with children. She says she doesn't know how long she will attend school, but she likes English, psychology, bookkeeping, and accounting. "I don't particularly care for math."

Mary has gone through the catalog and has an idea of general requirements. She doesn't think she is ready to talk with an academic advisor yet--until she decides what she wants to go into.

Mary has her family's encouragement, and her employers, on returning to school. She says her work and school schedules will not conflict. She has no problems with finances since both she and her husband work and she has her own car so there are no transportation problems. Mary describes a school, work, and study schedule for herself which is realistic.

Although Mary doesn't find the school work difficult, she admits it is hard getting back into the routine of studying and concentrating in the classroom. She says she is determined to make it through school and it has been very easy for her so far.

MATRIX WORKSHEET FOR ANALYSIS OF COMMITMENT

	Knowledge	Integration	Affective
	Includes information about relevant educational and occupational opportunities and requirements and such things as finances, aid, institutional procedures, etc.	Includes meshing information and values in the formulation of plan and taking effective action.	Includes awareness of personal (self, familial, and situation) factors that constitute important goals, values, and interests.
I			
II			
III			

HANDOUT #9

HANDOUT #10

Name ____________________
Title ____________________
Division ____________________
Department ____________________

INSTITUTION ____________________
STAFF DEVELOPMENT WORKSHOP
DATE ______________

Evaluation Form for Task #1 Intervention:
Staff Training Package: Adult Commitment

1. Does the lifelong learning definition and the admissions process model describe learning experiences that adults need at each step of the admissions process in order to be committed to returning to school?

Lifelong Learning Definition

Check one: Yes _____ No _____ Why or why not?

Admissions Process Model

Check one: Yes _____ No _____ Why or why not?

2. Does understanding the components and levels of commitment change the way you understand the task facing adults in formulating the commitment to return to school?

Check one: Yes _____ No _____ Why or why not?

3. Describe specific ways you, as a staff member, can assist adults during the admissions process in helping them formulate a commitment to return to school.

-over-

4. What policy questions or issues do you feel need to be addressed by your institution in relation to helping incoming students formulate the commitment to return to school?

   Issue #1:

   Issue #2:

   Issue #3:

5. What additional information or training would you like to have in order to improve your own work with adults during admissions?

STAFF TRAINING PACKAGE: EDUCATIONAL PLANNING RESOURCE CENTER

Introduction

This intervention is a handbook that contains specific directions for conducting a special training session for faculty and staff on the use of an Educational Planning Resource Center during the admissions process.

It has been designed for faculty, student development staff, and librarians as an effective means for using career information resources. These resources include educational and occupational information useful in promoting adult learning during the admissions process. Staff training focuses on the use of these resources by counselors to facilitate adult learning through career exploration leading to the choice of a program or major and by academic advisors to promote occupational exploration as a means of helping adults clarify desired outcomes of their majors.

The Educational Planning Resource Center staff training package is for use either independently or as the third or fourth in the series of four training packages for professional staff. Smaller groups for this workshop are recommended to insure availability of sufficient materials for use by workshop participants. Professional staff can be divided into two groups so that this staff training package and the package on adult commitment can be delivered in concurrent sessions in both the a.m. and p.m. of the second day of training.

This intervention supports the Educational Planning Course and has a direct relationship to the Educational Planning Resource Center (see The Admissions Process: Administrative Handbook). For career exploration activities during the admissions process, it also supports the audiovisual information programs--Academic Advising Process and Registration Process (see The Admissions Process: Audiovisual Information Development Guide).

Purpose and Objectives of Workshop

The major purpose of this staff training package is to support efforts made by student development staff and faculty to help adult students identify educational goals through career exploration based upon the relationship to their personal characteristics and knowledge about work and to develop a plan of action that may involve further education as a means for accomplishing their goals. Specific objectives are to:

- Provide organized up-to-date educational and occupational information.
- Assist individuals in understanding themselves in terms of interest, temperaments, aptitudes, and other factors related to career and work.
- Help individuals use information resources to clarify their goals.
- Promote student involvement in career planning and decision-making activities.
- Provide an information support system for career counseling and academic advising functions.
- Prepare individuals for life-role transitions.
- Provide a setting where individuals can feel comfortable in exploring and examining their interests and goals in a nonthreatening environment.

Selection of Workshop Leader

To ensure that the above objectives are met, it is recommended that a person within your own institution be selected to conduct this training session. This person might be a student services staff member or the librarian or a career resource center technician, however, the leader should have competencies in the following areas.

- Familiar with educational and occupational information resources.
- Familiar with postsecondary and adult education curriculum and learning theory.
- Familiar with the admissions process, including student services and academic advising.
- Effective communication skills in a workshop setting.

It is further recommended that the leader deliver only this training package in any one day and be given at least two days preparation time* well enough in advance to be able to become familiar with the resources and to make specific arrangements for training materials. If two different training sessions are scheduled for the same day, it is recommended that a different leader deliver the second training package due to the amount of information to be coordinated and delivered.

Workshop Assumption

The basic assumption of this workshop is that staff members are competent to perform their educational responsibilities and can develop insight into the life problems of adults to help them accomplish the goal of Educational Development Task #1. An effective facilitator or group leader will help participants draw on their own knowledge and experience in helping adults develop such commitment.

It is important for the leader to have a basic attitude of trust in each participant's worth as an individual and each person's potential to contribute to the workshop. The leader should function as a facilitator, not transform workshop activities into lectures or create the impression of being one who knows all the answers. The presenter should be able to elaborate upon the workshop's outline with personal expertise and knowledge.

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*Additional time will be required if your institution has not monitored their career resource center or organized its content based upon the recommendations made in this training package.

Each participant needs to be regarded as one who is responsible, has a vital role in helping adults, and can add valuable input to the group's activities. Each should be encouraged to engage in the workshop exercises through listening and sharing. Although part of the workshop necessitates lecture and giving information, group feedback and discussion should be encouraged whenever possible.

While receiving ideas from others, participants can be actively involved in what is happening and provide their own input. The goal of the facilitator is to introduce and cover the workshop concepts in an enjoyable, interesting, and creative manner.

Institutional Resource Center

It will be necessary to inventory and assess the status of educational and career resources held by the institution. See Appendix B for an Inventory Checklist. The results of this inventory will determine whether or not specific efforts should be made to organize and develop a resource center or if the existing resources are suitable to allow adapting them for use with this particular intervention. For additional information on educational or career information resource centers, read the LLP intervention, Educational Planning Resource Center (see The Admissions Process: Administrative Handbook).

Also, to help establish the relevancy of the occupations related to the preparation provided by your institution, it is recommended that a Field of Study-Worker Trait Group Chart be developed for display in the resource center for use with students. This chart is recommended as a part of this training program. For instructions on developing this chart, see Appendix C.

Instructions for Workshop Planning

Total Hours of Workshop: Three.

Size of Workshop Group

A. This training package has been developed for small groups of 15-24 people. Participants include faculty, student development staff, and library staff.

Facilities and Materials Needed

A. The training should be held in the room where the Educational Planning Resource Center (EPRC) is located with ample tables and chairs to accommodate participants.

B. The tables and chairs should be arranged in a U-shape in order to provide the leader with greater control over directing group activities and to make it easier to help individual participants.

C. Teaching supplies and equipment needed:

1. Pocket folders (9 2/3 x 11 1/2) to hold handout materials for each participant. The folder will fit a standard letter size file making it possible for participants to refer to workshop information easily. A file label with the title of the workshop can be placed along the front edge of the pocket folder to make easy reference possible.
2. Workshop handouts (see Appendix A for photoready copies). For each of the handouts, select a different color if possible and record the color used for each handout in the appropriate sections of this training package. They include:

   a. Handout #1 - Sample Agenda.
   b. Handout #2 - Admissions Model.
   c. Handout #3 - Occupational Information Summary Sheet.
   d. Handout #4 - Personalized College Major-Occupation Index.*
   e. Handout #5 - Evaluation Form.

3. Filmstrip projector and screen.
4. Work Activities Filmstrip.**
5. Introduction to the Career Information System Filmstrip.**
6. Copies of Dictionary of Occupational Titles (DOT) (1977 edition).
7. Copies of Guide for Occupational Exploration (GOE) (1977 edition).
8. Copies of Career Information System Guide (CIS Guide).**
9. Copies of Worker Trait Group Guide (WTG Guide).**
10. Work Activities Checklist.**
11. Worker Trait Group Keysort Deck.**
12. File Content Notebook.**
13. Vertical File.
14. Alphabetical Card File.**
15. Worker Trait Group Index to Occupational Information.**
16. Personalized Field of Study-Worker Trait Group Chart.*
17. Chalk.
18. Chalkboard.

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*These materials will need to be developed by the leader. Instructions are found in Appendix C.

**These materials can be purchased from Bennett-McKnight Publishing Company, 809 West Detweiller Drive, Peoria, Illinois 61615.

Preparation for Workshop Leader

A. Review entire training package well in advance of planned delivery date.

B. Review handouts and relationship of content to delivery of training.

C. Make arrangements for duplication of handouts in sufficient quantity.

D. Arrange for materials needed for training.

E. Develop College Field of Study-Worker Trait Group Chart and College Major-Occupation Index. (Instructions can be found in Appendix C.)

Suggested Agenda for Workshop (Based on a half day - three hours)

I. Introduction to Training Session

Time required: Fifteen minutes.
Suggested time: 8:30 - 8:45 a.m.

II. Research Findings

Time required: Fifteen minutes.
Suggested time: 8:45 - 9:00 a.m.

III. Self Assessment for Identification of Worker Trait Groups

Time required: Forty minutes.
Suggested time: 9:00 - 9:40 a.m.
Break: 9:40 - 9:50 a.m.

IV. Introduction to the Educational Planning Resource Center

Time required: Fifteen minutes.
Suggested time: 9:50 - 10:05 a.m.

V. Basic Use of the Educational Planning Resource Center

Time required: Twenty-five minutes.
Suggested time: 10:05 - 10:30 a.m.

VI. Exploring Educational Requirements for Worker Trait Groups and Occupations

Time required: Thirty minutes.
Suggested time: 10:30 - 11:00 a.m.

VII. Conclusion of Workshop

Time required: Fifteen minutes.
Suggested time: 11:00 - 11:15 a.m.

VIII. Evaluation of Workshop

Time required: Fifteen minutes.
Suggested time: 11:15 - 11:30 a.m.

Workshop Activities - Instructions for Leader

I. INTRODUCTION TO TRAINING SESSION

A. Time required: Fifteen minutes.

B. Methods:

1. Introductions.

2. Informal presentation of workshop.

C. Objectives:

1. To introduce the major purpose of the workshop.

2. To create a positive atmosphere of interest, concern, and open communication--a comfortable setting for mutual adult learners.

3. (optional) To allow the leader and participants to be introduced to each other if they work at different sites.

D. Materials needed:

1. Handout #1 (color: __________), Workshop Agenda (Appendix A).

E. Specific preparation:

1. Review agenda for program overview.

2. Study workshop objectives relative to workshop content.

3. Prepare a list of participants, particularly if outsiders are expected to attend, for introduction and documentation purposes.

F. Steps for conducting introduction:

1. Introduce yourself and give a brief overview of the workshop, its purpose, and any necessary arrangements made for the session.

2. Distribute Handout #1 (color: __________), Workshop Agenda, and relate topics on agenda to objectives of workshop.

3. Encourage participants to ask questions and express their expectations for looking at the use of the Educational Planning Resource Center.

4. If different schools are represented, ask participants to introduce and identify themselves by descriptive or departmental division, specifically in relation to working with adult students. Ask each person to state one result he/she would like to have from the workshop.

5. Summarize the group expectations and relate these to the purposes of the workshop. This will provide for a group consensus on the objectives of the session.

II. RESEARCH FINDINGS

A. Time required: Fifteen minutes.

B. Methods:

1. Brief, informal lecture.

2. Group discussion.

C. Objectives:

1. To gain a general understanding of the research process utilized by AEL.

2. To gain a better understanding of adults going through the process of making a commitment to return to school.

3. To understand the relationship between the research findings and program intervention development.

D. Materials needed:

1. Handout #2 (color: _________), Admissions Model (Appendix A).

E. Specific preparation:

1. Review F 1 a-e and be able to lead discussion.

2. Review Handout #2 and be able to explain general structure, i.e., five stages, institutional procedures, and individual procedures. Steps 2 and 3 generally involve counselors while Step 4, and to some degree Step 5, involve academic advisors.

F. Steps for conducting lecture:

1. Lecture:

a. Use the following ideas to introduce the topic "Research Findings." Be sure to allow time for participant response and discussion as part of the exercise.

b. The Appalachia Educational Laboratory's Lifelong Learning Program (LLP) addresses the basic problems of assisting adults to participate in education and vocational-technical training under conditions more favorable for their successful completion and entry into employment or advancement in their career field. The major goal of the LLP is to improve adult learning during the admissions process as a basis for their making a commitment to return to school.

The findings from the study on adults making the commitment to return to school form the basis for the EPRC. This intervention has been designed to enhance the affects of the facilitating factors and moderate the effects of the impeding factors identified in the research phase of Educational Development Task #1, "Adults Making the Commitment to Return to School." This intervention will address the following categories and specific facilitating factors identified by adults as critical.

Major purpose for adults returning to school:

(1) Employment improvement:

(a) desire for better life,
(b) become employed,
(c) desire for future job security,
(d) get a better job,
(e) have a better future,
(f) increase income,
(g) have sufficient income,
(h) opportunities for career exploration,
(i) promotion or advancement
(j) find satisfying employment,
(k) past work experience getting nowhere,
(l) facilitate career change,
(m) desire to be a professional, and
(n) get off welfare.

(2) Personal competence and better future:

(a) personal improvement,
(b) desire to succeed,

(c) further education,
(d) have something meaningful to do,
(e) get a degree,
(f) knowing what he/she wants out of life,
(g) being more mature,
(h) be able to do something well, and
(i) set example for children.

This intervention will also address the specific impeding factors that adults identified as being critical. They are:

(1) Being undecided about career or occupational goals.

(2) Being undecided about personal and program goals.

(3) Lack of career plan.

c. Distribute Handout #2 (color: __________), Admissions Model. Explain the Admissions Model and its structure.

d. An important concept of the LLP is that the admissions process becomes a learning experience for adults making a commitment to return to school. Therefore, during Steps 2-4 of the Admissions Model, adults will have this opportunity by being introduced to the EPRC through counseling or academic achievement activities.

e. Through the use of the EPRC, adults will be able to identify their personal characteristics and relate these characteristics to the world of work. In addition, their exposure to occupational information within an organized system will broaden their view of various academic and vocational alternatives open to them.

III. SELF ASSESSMENT FOR IDENTIFICATION OF WORKER TRAIT GROUPS

A. Time required: Forty minutes.

B. Methods:

1. Informal lecture.

2. Group exercise and discussion.

C. Objectives:

1. To bring about an understanding of how personal characteristics relate to the world of work.

   2. To establish concepts and language about the world of work that would enable participants to describe their interests in terms that would allow for meaningful career exploration.

   3. To introduce the Worker Trait Group structure as the framework for exploration.

   4. To introduce resource documents and materials that would facilitate career exploration.

   5. To introduce resource documents and materials that would enable participants to relate career interests to educational programs.

D. Materials needed:

   1. Dictionary of Occupational Titles (DOT).

   2. Guide for Occupational Exploration (GOE).

   3. Career Information System Guide (CIS Guide).

   4. Worker Trait Group Guide (WTG Guide).

   5. Work Activities Filmstrip.

   6. Film projector and screen.

   7. Work Activities Checklist.

   8. Worker Trait Group Keysort Deck.

E. Specific preparation:

   1. Become familiar with the DOT, GOE, and WTG Guide in order to present a brief overview of each.

   2. Preview the Work Activities Filmstrip.

   3. Use the WTG Guide, page 407, Appendix A, to become familiar with the Work Activities definitions.

   4. Read page two of the Work Activities Checklist and then take the checklist.

   5. Read pages 68-72 in the CIS Guide and practice using the keysort deck in order to demonstrate its use.

F. Steps for conducting lecture and activities:

   1. Introduce the DOT, GOE, and WTG Guide. Give a brief overview of their format and use.

2. How do we identify our personal characteristics--our interests--and relate these interests to the world of work? We all have preferences for certain types of activities and these preferences can be used to develop a broader understanding of the world of work and to explore occupations.

   If you work in an occupation that involves activities you enjoy, you are more likely to be satisfied. Well, how do we develop our preferences? Through our experiences, rather it be leisure time experiences or work experiences. And, it is from these experiences that we learn about our likes and dislikes--in other words--our interests. This is the key to career exploration--being able to identify our interests and relate these interests to groups of occupations.

   There are 12,099 occupational descriptions in the Dictionary of Occupational Titles. However, all of the work tasks related to these occupations have been broken down by the Department of Labor into ten different types of activities related to both work and leisure.

   The filmstrip you are about to see will explain each work activity and give examples of related occupations.

3. Show the Work Activities Filmstrip.

4. Have participants turn to page 408 in the WTG Guide. Read aloud Activities 1-4 and have group relate their personal experiences to each one. (Leader may have to give an example to start discussion, such as for Activity 1 an example would be mowing grass.)

5. Give each person a Work Activities Checklist. Have them read the instructions at the top of page 3, complete the checklist, and rank order their preferences from first to last choice.

Break: Ten minutes.

6. To find Worker Trait Groups related to work activity preferences, have participants read and follow the instructions a-e on page 2 of their Work Activities Checklist.

7. As an option to the above procedure, demonstrate the keysort deck. Demonstrate the Or, And, and Negative sorts using the first three preferences from a participant's checklist. Also demonstrate how the keysort deck can be used to sort on several different variables.

8. Have participants read the detailed description for the Worker Trait Group of their choice in the WTG Guide and from the occupations listed at the end of the descriptions tentatively select one for further exploration.

VI. INTRODUCTION TO THE EDUCATIONAL PLANNING RESOURCE CENTER

A. Time required: Fifteen minutes.

B. Method:

1. Demonstration.

C. Objective:

1. To become familiar with the CIS physical components and their use.

D. Materials needed:

1. File Content Notebook.
2. Vertical File.
3. Alphabetical Card File.
4. Worker Trait Group Index to Occupational Information.

E. Specific preparation:

1. Read "Touring the Career Information System" in the CIS Guide on pages 3-15. This will familiarize the leader with the Career Information System based upon the Worker Trait Group arrangement.
2. Review steps F 1 a-d and become familiar with each component.

F. Steps for conducting demonstration:

1. Explain that the AEL Career Information System, based on the Worker Trait Group Arrangement of the GOE, is the structure used to organize the Educational Planning Resource Center.
2. Explain the four physical components used to enter the system.
3. Introduction of CIS physical components.
    a. Explain the File Content Notebook using the following explanation. **(As you explain the notebook, hold it up for participants to see.)** The File Content Notebook is a 3-ring notebook organized by the 12 Career Areas and 66 Worker Trait Groups. All looseleaf occupational materials that are filed are entered into this notebook under the proper Career Area or Worker Trait Group number.

In addition, there is a supplemental section located in the back where available audiovisuals and bound books are recorded.

b. Explain the Vertical File using the following explanation. **(Go to file drawer and pull it open and pull out materials to be discussed.)** The Vertical File is usually a two or four drawer file cabinet, depending upon the amount of looseleaf materials to be filed. The drawers are also organized by the 12 Career Areas and 66 Worker Trait Groups. Omnibus materials (containing information about more than one occupation) are filed behind the proper Career Area number and looseleaf briefs or pamphlets are filed behind the proper Worker Trait Group number.

c. Explain the Alphabetical File Cards using the following explanation. **(Use Alpha Card File and pull out cards as you explain what the card contains.)** The Alphabetical File contains two cards for all resources in the system. A main title card gives the DOT title for the material, the Worker Trait Group and DOT numbers, and a checkmark if information about that occupation appears in the Vertical File, the Occupational Outlook Handbook, or the Encyclopedia of Careers. It also contains the code numbers for access to information contained in bound books, audiovisuals, computerized systems, etc. The second card is an alternate title card. It serves as a cross-reference to the main title card.

d. Explain the Worker Trait Group Index to Occupational Information using the following explanation. **(Hold up and open Worker Trait Group Index to Occupational Information.)** The Worker Trait Group Index to Occupational Information contains indexes to other occupational information systems and it is organized by Worker Trait Group numbers. An index page would usually consist of four columns. Under the first column, the Worker Trait Group number would appear, followed by the DOT main title, the DOT number, and the access code for the publication indexed. Also under the DOT main title, the title used in the publication or system would be listed if different from the DOT title.

V. BASIC USE OF THE EDUCATIONAL PLANNING RESOURCE CENTER

A. Time required: Twenty-five minutes.

B. Method:

1. Informal lecture.

C. Objective:

1. To learn how to use all resources in the EPRC organized by the Worker Trait Group arrangement for exploring Worker Trait Groups and to identify specific occupations.

D. Materials needed:

1. Introduction to the Career Information System Filmstrip.
2. Filmstrip projector and screen.
3. Handout #3 (color: __________), Occupational Information Summary Sheet (Appendix A).
4. Worker Trait Group Index to Occupational Information.
5. File Content Notebook.
6. Vertical File.
7. Alphabetical Card File.

E. Specific preparation:

1. Preview filmstrip.
2. Review Steps F 2 a and Steps 3 and 4.

F. Steps for conducting lecture:

1. Show the Introduction to the Career Information System Filmstrip.
2. Explain how to enter the system from preferred Worker Trait Groups as well as from a specific occupational title. Use the following explanation.
    a. After self-assessment and Worker Trait Groups have been identified for further exploration, individuals would use the File Content Notebook and look for all the occupations related to the WTG being explored. After identifying occupations for exploration, they would go to the Vertical File where occupational briefs are filed by WTG numbers. After reading the briefs for occupations they have an interest in, they would use the Worker Trait Group Index to Occupational Information. Check each index, using the WTG number being explored, to look at occupations related to those Worker Trait Groups. Then, they would use the page number or access code listed to locate information in the publication or computerized

system. After identifying specific occupations for further exploration, they would use the Alphabetical Card File, look up the occupational title, and note other resources available in the system related to that occupation.

b. When individuals have a specific occupational title in mind, they would enter the system through the Alphabetical Card File. The Alpha Card lists all resources in the system for a specific occupation. Therefore, the user can obtain the WTG number and systematically go to all resources in the center pertaining to that occupation.

3. Distribute Handout #3 (color: __________), Occupational Information Summary Sheet. Explain that the sheet is used for each occupation being explored to help in narrowing down to a choice of a specific occupation by looking at the pro's and con's.

4. Have participants use the occupational title(s) they chose for further exploration from the Work Activities exercise and use the EPRC for exploration and record the information on their occupational information summary sheet.

VI. EXPLORING EDUCATIONAL REQUIREMENTS FOR WORKER TRAIT GROUPS AND OCCUPATIONS

A. Time required: Thirty minutes.

B. Methods:

1. Demonstration.

2. Discussion.

C. Objectives:

1. To learn to use the Field of Study-Worker Trait Group Chart to identify college majors related to Worker Trait Groups.

2. To learn to use the College Major-Occupation Index to identify occupations related to college majors.

3. To identify college majors and programs in a specific institution related to preparation requirements for Worker Trait Groups or specific occupations.

D. Materials needed:

1. Personalized Field of Study-Worker Trait Group Chart (see Appendix C for instructions on how to develop this chart for your institution).

2. Handout #4 (color: __________), Personalized College Major-Occupation Index (Appendix A). (See Appendix C for instructions on how to develop this index for your institution.)

E. Specific preparation:

1. Develop and have ready for use the personalized Fields of Study-Worker Trait Group Chart for your institution.

2. Develop and have ready for use Handout #4, the personalized College Major-Occupation Index for your institution.

3. Study F 1 a-i and 2 a-e and become familiar with the chart and index in order to demonstrate their use and answer questions.

F. Steps for conducting demonstration:

1. Use the personalized Field of Study-Worker Trait Group chart; hang it up front so everyone can see.

   a. Ask a participant for one of their preferred Worker Trait Group numbers.

   b. Find that Worker Trait Group number across the top of the chart and tell group the Worker Trait Group title and number.

   c. Explain that for institutions only offering associate and baccalaureate programs, there would be 47 out of 66 Worker Trait Groups listed. Therefore, not all WTG numbers will be listed.

   d. Run your finger down the column under that WTG number until you find an "x."

   e. Then, from the "x," go across the chart to the Fields of Study. Read the Field of Study title.

   f. Explain that when an "x" appears in a cell that means there is a direct relationship between the Worker Trait Group and a Field of Study or major.

   g. Explain that the chart can be used to identify Worker Trait Groups related to a chosen major.

h. Demonstrate by picking a major listed on the chart and then go across the chart until you find an "x" in a cell. Then go up the chart from the "x" to identify the related Worker Trait Group.

i. If time permits, have participants come up and use the chart.

2. Distribute Handout #4 (color: __________), the personalized College Major-Occupation Index.

    a. Explain the index structure, i.e., that the index contains two sections.

        (1) The first section is an alphabetical listing of occupations related to the majors offered by your institution. This listing also includes the WTG number, related major title, and page number where that major and a complete listing of occupations organized by related WTGs can be found.

        (2) The second section is organized by the major titles and includes a complete listing of occupations organized by related Worker Trait Groups.

    b. Explain that the first section is used if you are exploring by an occupational title to identify related majors and Worker Trait Groups.

    c. Explain that the second section is used to identify related occupations and Worker Trait Groups for a selected or preferred major.

    d. Have group use the occupational title(s) from their Occupational Information Summary Sheet and use the index to identify related majors.

    e. Have group make a list of specific occupations and their DOT numbers for further exploration.

VII. CONCLUSION OF WORKSHOP

A. Time required: Fifteen minutes.

B. Methods:

1. Informal lecture.

2. Discussion.

C. Objectives:

1. To summarize major concepts and points presented in the workshop.

2. To bring a sense of closure to the day's activities.

3. To emphasize the importance of students utilizing the EPRC during the admissions process.

D. Materials needed:

1. Chalk.

2. Chalkboard.

E. Specific preparation:

1. Review F 1-4 to become familiar with lecture content.

2. Have questions ready to help participants think of ideas for use of the EPRC.

F. Steps for conducting lecture and discussion:

1. The EPRC intervention has been designed to assist students in identifying potential career fields related to their interests and abilities and to assist them with their educational planning. It can be a powerful tool for counselors and instructors when working with adults who are undecided about personal and program goals and lack career plans.

   The resource center provides the opportunity for students to identify their personal characteristics, such as interests, through self-assessment activities and then relate this knowledge to the world of work. And it is these types of experiences that help students to broaden their horizons and set goals that will lead to more meaningful careers.

   Faculty members should take time to visit the resource center and become familiar with the materials available.

2. Mention use of the EPRC as part of the Educational Planning Course. This course is designed for use with adults prior to becoming involved in the admissions process.

3. Ask participants for ideas and suggestions on how they could use the EPRC in working with adults during the admissions process.

a. By student development staff in helping adults in deciding whether or not to return to school and in selecting a major.

b. By academic advisors in helping adults explore the educational requirements and possible occupational outcomes of their choice of major.

4. How the EPRC could be used after admissions to help support the student development services and individual program.

VIII. EVALUATION OF WORKSHOP

A. Time required: Fifteen minutes.

B. Methods:

1. Use of Evaluation Forms.
2. Brief explanation of the rationale of the evaluation.

C. Objectives:

1. To provide a method for participants to evaluate the session in a substantive way.
2. To collect data on what participants feel are the basic issues to be addressed in making appropriate changes at their respective institutions.

D. Materials needed:

1. Handout #5 (color: __________), Evaluation Form (Appendix A).

E. Specific preparation:

1. Study Evaluation Form and be prepared to answer questions if asked by individuals while completing form.

F. Steps for conducting evaluation:

1. Distribute Handout #5 (color: __________), Evaluation Form, and ask participants to fill out both sides.
2. Explain the purpose and rationale of the evaluation.
3. Allow adequate time for participants to fill out the forms. Have someone stand at each exit to collect an Evaluation Form from each person as he/she leaves.

Appendix A:

Workshop Handouts

	Colors Selected
1: Workshop Agenda	____________
2: Admissions Model	____________
3: Occupational Information Summary Sheet	____________
4: College Major-Occupation Index (to be developed by leader)	____________
5: Evaluation Form	____________

HANDOUT #1

SCHOOL ____________________
LEADER ____________________
DATE _______________

WORKSHOP AGENDA

I. Introduction to Training Session

Time required: Fifteen minutes.
Suggested time: 8:30 - 8:45 a.m.

II. Research Findings

Time required: Fifteen minutes.
Suggested time: 8:45 - 9:00 a.m.

III. Self Assessment for Identification of Worker Trait Groups

Time required: Forty minutes.
Suggested time: 9:00 - 9:40 a.m.
Break: 9:40 - 9:50 a.m.

IV. Introduction to the Educational Planning Resource Center

Time required: Fifteen minutes.
Suggested time: 9:50 - 10:05 a.m.

V. Basic Use of the Educational Planning Resource Center

Time required: Twenty-five minutes.
Suggested time: 10:05 - 10:30 a.m.

VI. Exploring Educational Requirements for Worker Trait Groups and Occupations

Time required: Thirty minutes.
Suggested time: 10:30 - 11:00 a.m.

VII. Conclusion of Workshop

Time required: Fifteen minutes.
Suggested time: 11:00 - 11:15 a.m.

VIII. Evaluation of Workshop

Time required: Fifteen minutes.
Suggested time: 11:15 - 11:30 a.m.

AEL LIFELONG LEARNING P AM ADMISSIONS MODEL

ADMISSIONS PROCESS					MATRICULATION PROCESS
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	
INSTITUTIONAL PROCEDURES					
Recruitment Process →		Induction Process →			
Contacting Prospective Adult Students Contacting and Attracting Adults: (Through Students, Former Students, Staff, Media, etc.)	**Informing Prospective Adult Students** Providing Information Providing Application Materials Responding to Questions Interviewing	**Evaluating Prospective Adult Students** Receiving Application Information: Application Form, Transcripts, Medical Information, Test Results, Interview Data Counseling Receiving Requests for Financial Aid	**Admitting Adult Students** Selecting Assigning Advisor Advising Orienting	**Registering Adult Students** Starting Records Preparing Class Rosters Receiving Funds Assigning Resources, Staff, Room	**Monitoring Student Progress** Advising Reporting on Exceptions Counseling Tutoring
INDIVIDUAL PROCEDURES					
Commitment Process →					
Responding to Initial Information About Learning Opportunities Receiving Information on School and Programs Offered Responding by Making Written, Phone, or Personal Inquiry Assessing Relevance of General Information General Personal Factors, Self Concept, Prior Learning Experience, Interests, and Goals Personal and Family Circumstances Encouragement From Other Family, Friends, Students, Employer Referral by Education or Community Agency	**Exploring Personal Relevance of Program Options** Learning About Institution and Programs: Location of School, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options Exploring Personal Relevance and General Implications of Information: Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities Clarifying Options Regarding Program Graduation Requirements Exploring Implications for Future: Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement	**Deciding to Apply for Program** Understanding Program Requirements and Making Tentative Program Selection Setting Personal and Career Goals Providing Personal Information Seeking Information Seeking Counseling Understanding Institutional Information Planning Finances, Student Loans, Financial Aids	**Finalizing Program Selection** Receiving Academic Advising Understanding Learning Requirements Developing a Schedule Setting Learning Expectations Setting Time Expectations Planning Transportation Arranging Finances	**Completing Registration** Implementing Decision to Return Completing Registation Process Getting Schedule Approved Paying Fees Organizing Family and Work Responsibility Organizing Self to Participate in Class Organizing Self to Study Implementing Transportation Plans Purchasing Learning Materials	**Subsequent Vocational Development Tasks** VDT #2→VDT #3→VDT #4

HANDOUT #2

HANDOUT #3

OCCUPATIONAL INFORMATION SUMMARY

Title of Occupation ________________ WTG # __________ DOT # __________

Directions: As you read the information about an occupation, write down a summary of the important points related to the following categories. You may need more than one source to find all the information.

	Source/Reference
Specific Work Performed	
Specific Skills Acquired	
Work Setting	
Employment Outlook	

-over-

Advancement Opportunities

Education, Training, and Entry

Other Personal Qualifications

Salary and Benefits

HANDOUT #5 Name ____________________
Title ____________________
Division ____________________
Department ____________________

INSTITUTION ____________________
STAFF DEVELOPMENT WORKSHOP
DATE ________________

Evaluation Form for Task #1 Intervention:
Staff Training Package: Educational Planning Resource Center

1. What are some of the specific problems with your present EPRC?

   a:

   b:

   c:

   d:

2. What do you feel needs to be done to correct these problems?

3. What are your general reactions to the research findings discussed earlier as the basis for the development of this intervention?

4. Does understanding how the use of the EPRC with adults during the admissions process help you realize the need to promote adult involvement in career planning and decision-making activities?

   Check one: Yes _____ No _____ Why or why not?

5. What policy questions or issues do you feel need to be addressed by your school in assisting adults returning to school?

   Issue #1:

   Issue #2:

   Issue #3:

6. Describe specific ways you, as a staff member, can assist adults during the admissions process in helping them formulate a commitment to return to school.

7. What additional information would you like to have with regard to adults during the admissions process?

Appendix B:

Inventory Checklist

INVENTORY CHECKLIST

The following is a list of occupational information resources found in a career resource center. Use this list to assess the resources in your institution's library or career resource center.

Occupational Briefs

_____ Careers
Largo, Florida

_____ Chronicle Guidance
Maravia, New York

_____ COPS System Career Briefs

_____ OCCU-FILE MINI-BRIEFS
Los Alamitos, California

Career Booklets

_____ Arco Publishing Company
New York, New York

_____ Butterick Publishing Co.
New York, New York

_____ Finney Company
Minneapolis, Minnesota

Bound Publications

_____ Occupational Outlook Handbook
Years:
Washington, DC

_____ Dictionary of Occupational Titles
Washington, DC

_____ Guide for Occupational Exploration
Washington, DC

_____ Encyclopedia of Careers (1984)
Ferguson Publishing Company
New York, New York

Audiovisuals

(List)

Computerized System(s)

(List)

Miscellaneous

(List other resources not on checklist, i.e., bound books on a specific occupation)

Community Resources

Yes _____ No _____

If yes, list categories, i.e., speakers, shadowing, etc.)

Appendix C:

Instructions for Developing a Field of Study-Worker Trait Group Chart
and
Instructions for Developing a College Major-Occupation Index

INSTRUCTIONS FOR DEVELOPING A FIELD OF STUDY-WORKER TRAIT GROUP CHART FOR YOUR INSTITUTION

Students will use the Field of Study-Worker Trait Group Chart to quickly identify majors or programs at your institution to explore or that can help them reach their career goals. It is highly recommended that you develop this chart in order to direct student attention to Field of Study-Worker Trait Group relationships that represent local educational opportunities.

The chart has the Worker Trait Groups that relate to your educational programs across the top and majors listed down the side. Such a chart shows at a glance the relationships of your institution's educational programs and the world of work. The accompanying indexes will show detailed listings of the specific occupations that are related to your majors.

You can develop the chart by following these procedures:

1. Identify Worker Trait Groups (WTGs) related to the type of programs offered by your institution. If your institution has vocational, technical, associate, and baccalaureate or transfer programs, you would list all 66 WTGs across the top of the chart. If your institution only offers the associate and baccalaureate programs, you would list 47 WTGs across the top. (See the Worker Trait Groups Related to Associate and Baccalaureate Programs on page 233.)

2. Identify occupations related to the subject areas offered at your institution. You can accomplish this task by:

   a. Have faculty members submit a list of occupations pertaining to their subject matter.

   b. Use the alphabetical listing of occupational titles (pages 965-1156) in the Dictionary of Occupational Titles (DOT) and look up each occupational title. Then on a 3 x 5 card list the DOT title and nine-digit DOT code number and major title related to that occupation.

      NOTE: If the occupational title you are looking for does not appear in the DOT, that means it is not a DOT title. To identify the DOT title, follow these steps:

      (1) Turn to the front of the DOT, page xxxvi, to a listing of the occupational groups arranged by the three-digit OGA number.

      (2) Scan the categories and divisions to determine what occupational group pertains to the title you are looking for.

      (3) Using the first three OGA digits, turn to that section in the DOT, and scan the descriptions for the various occupations.

(4) Most of the time you will find the DOT Main Title and description where the material fits.

c. After you have entered all occupational titles and nine-digit DOT codes on 3 x 5 cards, use the Guide for Occupational Exploration (GOE) and find the WTG code.

d. Turn to page 336 in the GOE. This is an alphabetical listing of occupational titles. Use the DOT title on the card and look it up to find the WTG number. This number is a six-digit number that appears at the end of the nine-digit DOT number. Record only the first four digits of the six-digit code. This is the Worker Trait Group number. Enter the four digits on the card.

NOTE: If you have an occupational title you cannot locate in the GOE, scan the various indexes in the Worker Trait Group Index to Occupational Information. Sometimes, the title might be there along with the appropriate nine-digit DOT code and a four-digit Worker Trait Group number.

e. When you have prepared cards for all occupations, put them in alphabetical order by field of study or major. List the majors and titles on the side of the chart.

3. Next, organize the cards by WTG numbers. Record a check mark, x, or dot in the cell of the chart where a relationship occurs between a major and a WTG.

NOTE: If your school offers 30 or more majors, you may want to consider making a chart for each department or division; or each type of degree or level of program.

Worker Trait Groups Related to Associate and Baccalaureate Programs

01.01 Literary Arts

01.02 Visual Arts

01.03 Performing Arts: Drama

01.04 Performing Arts: Music

01.05 Performing Arts: Dance

01.06 Technical Arts

01.08 Modeling

02.01 Physical Sciences

02.02 Life Sciences

02.03 Medical Sciences

02.04 Laboratory Technology

03.01 Managerial Work: Nature

03.02 General Supervision: Nature

04.01 Safety and Law Enforcement

04.02 Security Services

05.01 Engineering

05.02 Managerial Work: Mechanical

05.03 Engineering Technology

05.04 Air and Water Vehicle Operation

05.05 Craft Technology

05.06 Systems Operation

05.07 Quality Control

05.10 Skilled Hand and Machine Work

06.01 Production Technology

06.02 Production Work

07.01 Administrative Detail

07.02 Mathematical Detail

07.05 Information Processing: Records

07.06 Clerical Machine Operation

08.01 Sales Technology

09.01 Hospitality Services

09.02 Barbering and Beauty Services

10.01 Social Services

10.02 Nursing and Therapy Services

11.01 Mathematics and Statistics

11.02 Educational and Library Services

11.03 Social Research

11.04 Law

11.05 Business Administration

11.06 Finance

11.07 Services Administration

11.08 Communications

11.09 Promotion

11.10 Regulations Enforcement

11.11 Business Management

11.12 Contracts and Claims

12.01 Sports

INSTRUCTIONS FOR DEVELOPING A COLLEGE MAJOR-OCCUPATION INDEX FOR YOUR INSTITUTION

Students will use the College Major-Occupation Index to identify occupations related to college majors offered by your institution. This index should have two sections: (1) an alphabetical listing of occupations including the related college major and Worker Trait Group number, and (2) a listing of the majors including the related occupations organized by Worker Trait Group numbers.

You can develop this index by following these procedures:

Alphabetical Index

1. Use the 3 x 5 cards prepared to develop the Field of Study-Worker Trait Group Chart.
2. Arrange the cards in alphabetical order by occupational titles.
3. Prepare the index by typing, into a four column format, the occupational title, Worker Trait Group number(s), related majors, and page numbers where the majors and related occupations are listed.

Index by Major

1. Use the same 3 x 5 cards and arrange them alphabetically by major title.
2. Prepare the index by typing the major title as the heading.
3. Then, list the Worker Trait Group(s), and under each Worker Trait Group title and number list the related occupations along with their DOT number. Do this for each major.

STAFF TRAINING PACKAGE: ADMISSIONS OFFICE AND SUPPORT STAFF

Introduction

This manual gives specific directions for administering a special training session to admissions personnel who work with adult students in postsecondary institutions. The workshop described here can be delivered as an in-house training session to admissions staff in postsecondary schools that serve adult students to increase understanding and empathy for these students.

This training is designed for all school personnel who work with adult student applicants: admissions staff supervisors, clerical workers, division and department secretaries, switchboard operators, etc. The primary focus is on improving the facilitating factors and moderating the effect of the impeding factors found in the study of adults going through the admissions process (see Appendix A for Influence of Factor Categories During Admissions Process).

The focus of the workshop is on personal and interpersonal factors involved in working with adult student applicants. The major goal is to increase the feeling and understanding levels of admissions personnel as they relate to adult students.

Purpose and Objectives of Workshop

The major purpose of the training is to enhance the affective level of admissions personnel--increase their empathy, understanding, and motivation for helping and encouraging adult students. Specific objectives are to:

1. Bring about a greater awareness of the adult student's perspectives, problems, and feelings.

2. Build greater understanding of the communication process and how one's attitudes and basic assumptions influence personal communication.

3. Increase the feeling level of participants--their ability to balance their cognitive, reasoning faculties with their intuitive and feeling natures.

4. Build understanding of how language, both verbal and non-verbal, can form bridges or barriers.

5. Help lessen the ongoing stress and tension of admissions personnel, especially at rush times such as registration.

6. Help build attitudes and feelings of wholeness and harmony in regard to self and others.

7. Give participants an understanding of the results and implications of the research project.

8. Allow for participant input to create more positive and effective work attitudes that facilitate adult students' entry into schools.

Selection of Workshop Leader

In order to establish an objective and impartial atmosphere, it is recommended that a consultant be hired to conduct this training session. The consultant should be a student-oriented teacher or counselor that:

- Is generally neutral with respect to the operations of secretarial and clerical staff working with the admissions process, but knowledgeable about these processes and in particular the experiences adults have during admissions.

- Has a general understanding of educational research in order to report the LLP findings.

- Has good group leadership skills to be able to help participants focus on adult concerns, share their own perceptions and feelings for those concerns, and develop new insights and appropriate responses.

Workshop Assumption

The basic assumption on which this workshop is based is on the belief staff members are competent to perform their educational responsibilities and possess sufficient insight into life problems of adults to be able to help adults accomplish the goal of Educational Development Task #1, Adults Making the Commitment to Return to School. A good facilitator or group leader will help participants draw on their own knowledge and experience in helping adults develop such commitment.

It is important for the leader to have a basic attitude of trust in each participant's worth as an individual and each one's contribution to the workshop. The leader should function as a facilitator, not create the impression of being one who knows all the answers. Each participant needs to be regarded as one who is responsible, has a vital role in helping adults, and can add valuable input to the group's activities. Each should be encouraged to contribute and engage in the workshop exercises through listening and sharing. Although parts of the workshop necessitate lecture and giving information, group feedback and discussion should be encouraged whenever possible.

While receiving ideas from others, participants can be actively involved in what is happening and provide their own input. The goal of the leader is to introduce and cover the workshop concepts in an enjoyable, interesting, and creative manner and each participant should be encouraged to enter into the exercises and feel a necessary part of the whole group. The leader needs to draw out each member's contributions through discussion and sharing. Each person's input makes up the total energy (synergy) of the group. This buildup of group energy is what facilitates the goals of the workshop to be achieved: when all come together to share and grow toward a common goal, the desired results are gained.

The intent of this workshop is to help individuals create more balance between their cognitive and affective aspects of their personality.

Instructions for Workshop Planning

Total Hours of Workshop: Six.

Size of Workshop Group

A. The ideal size of a group of this type is from 10 to 12 people. If more than 15 are present, it may be necessary to divide into two subgroups for some of the sharing exercises. Otherwise, adequate time will not be available to cover all activities.

Facilities and Materials Needed

A. The training should be held in a comfortable room where participants can share informally and be guided through specific exercises without interfering outside noise.

B. Chairs should be arranged in a circle so members can communicate easily and have eye-to-eye contact with each other.

C. Teaching supplies and materials needed:

1. Name tags (if participants work at different sites).
2. Chalk.
3. Chalkboard or flip chart for illustrations.
4. Newsprint or large paper for making lists.
5. Masking tape.
6. Magic markers for subgroups (one per group).
7. Cassette tape player.

8. Cassette tape: Pachobel's Canon in D (RCA). Several arrangements are available. The slower-moving RCA version is recommended for this workshop. Since this tape provides the kind of music background needed for some of the guided meditation exercises, the trainer needs to copy three consecutive playings of Pachobel's Canon in D on another blank tape. The music needs to be played quietly over and over as the trainer narrates or leads members through some of the guided meditation exercises.

9. Handouts (see Appendix A for photoready copies). For each of the handouts, select a different color if possible and record the color used for each handout in the appropriate sections of this training package. They include:

   a. Handout #1 - Workshop Agenda (color: __________).

   b. Handout #2 - Influence of Factor Categories During Admissions Process (color: __________).

   c. Handout #3 - Admissions Model (color: __________).

   d. Handout #4 - Listing of Critical Factors Affecting Adults in Making a Commitment to Return to School Organized by the Five Steps of the Admissions Process Model (color: __________).

   e. Handout #5 - Evaluation Form (color: __________).

Preparation for Workshop Leader

A. Review this training package in detail to understand the content and nature of the training package.

B. Review the related Staff Training Package on Research Findings to understand the research process, findings, and interventions as background for delivering this training package.

C. Order the cassette tape, Pachobel's Canon in D, required for the guided meditation exercises and copy three consecutive playings on another blank tape.

D. Prepare sufficient copies of the handouts in Appendix A for distribution to participants during the workshop.

Suggested Agenda for Workshop (based on one day--six hours)

I. Introduction of Training Session

Time required: Twenty minutes.
Suggested time: 8:30 - 8:50 a.m.

II. Your Own Process of Change and Growth

Time required: One hour.
Suggested time: 8:50 - 9:50 a.m.
Break: 9:50 - 10:00 a.m.

III. Assumptions and Perceptions: The Communication Process

Time required: One hour.
Suggested time: 10:00 - 11:00 a.m.
Lunch Break: 11:00 - 12:15 p.m.

IV. Guided Imagery Exercises

Time required: Thirty minutes.
Suggested time: 12:15 - 12:45 p.m.

V. What are the Needs, Concerns, and Feelings of Adults Entering School for the First Time?

Time required: One hour.
Suggested time: 12:45 - 1:45 p.m.

VI. Review of the Findings for Educational Development Task #1

Time required: One hour.
Suggested time: 1:45 - 2:45 p.m.

VII. What is Staff's Role in Facilitating the Admissions Process for Adult Students?

Time required: Thirty minutes.
Suggested time: 2:45 - 3:15 p.m.

VIII. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 3:15 - 3:25 p.m.

IX. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 3:25 - 3:45 p.m.

Workshop Activities - Instructions for Leader

I. INTRODUCTION OF TRAINING SESSION

A. Time required: Twenty minutes.

B. Methods:

1. Self introductions.
2. Informal presentation of workshop.
3. Discussion.

C. Objectives:

1. To introduce the major purposes of the workshop.
2. To create a positive atmosphere of warmth and relaxed expectation.
3. To allow leader and group members to be introduced to each other if they work at different sites.
4. To allow for mutual agreement on group rules to govern workshop activities.

D. Materials needed:

1. Name tags (if participants work at different sites).
2. Handout #1 (color: __________), Workshop Agenda (Appendix A).
3. Handout #2 (color: __________), Influence of Factor Categories During Admissions Process (Appendix A).

E. Specific preparation:

1. Review agenda for program overview.
2. Study objective C relative to content of workshop activity 1.
3. Review and organize your thinking concerning the explanation of Handout #2.
4. Prepare a list of participants, particularly if outsiders are expected to attend, for introduction and documentation purposes.

F. Steps for conducting introduction:

1. Introduce yourself and distribute Handout #1 (color: _______), Workshop Agenda, and give a brief overview of the workshop. Keep the tone warm and friendly.

2. Explain that the purposes of the workshop are:

   a. To gain a better understanding of adults going through the process of making a commitment to return to school.

   b. To understand, on the basis of the research project, some of the factors that both facilitate and impede adults entering school.

   c. To understand what can be done to enhance adults' entrance to school.

   d. To learn to facilitate the best possible climate for smoothing the process of adults entering school.

   e. To focus on the personal and interpersonal aspects of this admissions process as it relates to staff and adult students.

   f. To increase personal understanding, empathy, and feeling levels (in regard to self and others).

   g. To learn ways to keep more balanced, centered, and free of damaging stress.

3. Ask members to introduce themselves and state one thing they would like to get out of the day's session. (Name tags may be given to people as they enter the room.)* Ask them to state what his/her job consists of.

4. Suggest that participants set a few rules to be followed during the process of the workshop, such as:

   a. Giving each other a chance to talk.

   b. Listening to one person at a time with full attention.

   c. Participating in the group activities.

   d. Accepting each other nonjudgementally.

   e. Being willing to be honest with oneself and others--not keeping up a "false front."

5. Distribute Handout #2 (color: __________), Influence of Factor Categories During Admissions Process. Explain the chart, point out the major categories of facilitating and impeding factors. Use this explanation to lead into the content of the workshop.

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*This is necessary only if members work at different sites.

II. YOUR OWN PROCESS OF CHANGE AND GROWTH

A. Time required: One hour.

B. Methods:

1. Informal lecture and discussion.

2. Group sharing of exercise.

C. Objectives:

1. To build group rapport and understanding.

2. To increase participants' ability to listen with empathy--to put themselves in another person's shoes, feel with that person.

3. To increase awareness that lifelong learning is a real process in almost everyone's life.

4. To increase awareness that personal growth may result from a variety of causes, people, and events.

5. To build an understanding that human nature--the human condition--shares many common denominators.

D. Materials needed:

1. Chalk.

2. Chalkboard.

E. Specific preparation:

1. Review F 1 and be prepared to elaborate on concepts and start discussion.

2. Review F 2 and be prepared to relate your experiences first.

F. Steps for conducting lecture and activities:

1. Lecture:

a. Lifelong learning is a fact, a reality. We are all in a process of change and growth: we are "in process," in transition. To stop growing is to vegetate and die.

b. Nothing is static and unchanging. Lifelong learning takes place whether we label it as that or not. Life is all about helping each other to change and grow. We affirm or deny each other through our communication. All interpersonal communication is affirming (+) or denying (-). (Draw these signs on chalkboard to emphasize.) We do this constantly through both verbal and nonverbal communication (facial expressions, body language, etc.).

c. We all want to feel our worth as individuals. Adults coming to school for the first time are usually sensitive, shaky, and unsure about themselves. They may react to our slightest gesture or attitude, may take it as a discount of themselves, a "put-down," whether we intend it that way or not.

d. We communicate nonverbally much more than verbally. Some experts say that over 95 percent of our communication is nonverbal. We express what we are--what we are thinking or feeling--whether we are aware of it or not.

2. Directions for activity "Sharing Your Own Process of Change and Growth":

   a. Think about your own process of change and growth over the past five to ten years and answer the following questions (write these questions on the chalkboard). What is the difference between the way you saw yourself five to ten years ago and the way you see yourself now? Who or what helped make the difference?*

   b. Give participants a few minutes to think about their answer. Then ask each to share his/her answer for three or four minutes. Ask someone who has a watch to time the person talking and remind him/her when time is up.

   c. Ask the group to listen with empathy, putting themselves in the other person's shoes and concentrating on what he/she is saying: Imagine what it would like to be that person. Concentrate on what he/she is saying.

   d. As the leader, it is better for you to share first as a model. Try to be genuine and honest as you talk about yourself. Keep the sharing as positive as possible, yet acknowledge that sometimes negative or traumatic life experiences can bring about positive change.

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*Human Potential Seminar, Basic Guide Handbook, James McHolland, National Center for Human Potential Seminars and Services, Evanston, Illinois, 1976.

3. Directions for activity "Empathetic Recall":

    a. Ask participants to focus on one person in the group at a time, beginning with the leader and going around the circle. Ask them to recall anything the person said during the previous exercise. Ask for both verbal and nonverbal ways the person communicated: what he/she said, body language, facial expressions, etc.

    b. Spend about two minutes on each person and have the group "throw out" their comments or what they remember about the person. Move around the circle quickly in the order in which individuals shared. Expected results: participants feel listened to and affirmed by the group; the group realizes they have had similar feelings and experiences. Group rapport is strengthened.

    Short break: Ten minutes.

III. ASSUMPTIONS AND PERCEPTIONS: THE COMMUNICATION PROCESS

A. Time required: One hour.

B. Methods:

1. Informal discussion.

2. Lecture.

C. Objectives:

1. To increase understanding of how our assumptions form the basis of our actions and communications.

2. To build understanding of how each person comes from a different level or kind of assumption/perception.

3. To show how the communication process can be strengthened by realizing our different levels of assumption/perception.

4. To show how language is based on our perceptions and conditioned belief systems or experiences.

5. To understand that words, as symbols as "things," are never rigid or static--that all is relative, in a state of change.

6. To draw a correlation between the above points and the staff's ability to communicate effectively with adult students.

D. Materials needed:

1. Chalk.
2. Chalkboard.
3. Cassette tape player.
4. Cassette tape: Pachobel's Canon in D.

E. Specific preparation:

1. Study activities F 1, 2, 3, 4, and 5 and be prepared to lecture and lead a discussion on assumptions and perception.

F. Steps for conducting lecture and discussion:*

1. Lecture:

   a. We communicate and act through our assumptions--what we assume, believe, or take for granted about a situation or person.

   b. Ask: What are some of your basic assumptions? (That the earth is round? That the dawn will break each morning?)

   c. Draw on answers that will show that we behave and act each day according to what we take for granted will happen.

   d. When communicating with others, we may be coming from different assumptions. Assumptions are based on our belief system, our way of viewing "reality."

      (1) Each of us has different perceptions--different ways of viewing and experiencing things and situations.

      (2) Our past experiences--our conditioning--affect the way we perceive, what we believe.

      (3) We sometimes get "locked in" to a set or rigid way of viewing things (reality) because of our assumptions.

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*If preferred, the leader may choose other approaches and examples for this section.

e. Write the following illustration on chalkboard:

IX (Draw it as if you were writing a Roman numeral)

f. Ask the question: Can you add an unbroken line that will turn this into a 6? (Group logically tries to add a line that would change it to a 6 in Roman numerals.) The solution is to add an S in front of the IX to spell SIX.

g. Emphasize how we assumed this was a Roman numeral (after solution is found). This assumption blocked our creative solution of the problem.

h. Sometimes we have to find ways to get around our assumptions to solve problems. Otherwise, we get locked into the usual ways of viewing solutions.

2. Directions for activity "Language and Assumptions":

   a. Through informal lecture and discussion, make the following points.

      (1) Language is full of unconscious assumptions. We are limited by these assumptions in our communication. Words can act as a kind of barrier or prison--limiting the real meaning or "essence" of the meaning.

      (2) Modern semantics teaches that there is no one definition for anything.

         (a) The way we define something depends upon our point of view--our perceptions, assumptions.

         (b) Words are only symbols of things, ideas, circumstances, events, etc.

         (c) Modern physics (based on Einstein's theory of relativity) shows that nothing is static. Everything is constantly in a state of change and flux.

         (d) The meaning of a word is relative to your vantage point and to the thing being referred to. This forms a perceptual framework (frame of reference).

         (e) Things never remain the same. Everything is in a state of movement, change; everything is relative to everything else. Time and space are involved.*

(f) Write on chalkboard:

ex.: Apple^1 Apple^2

(Apple will change, ripen, rot, etc., over a period of time.)

ex.: John Smith^1 John Smith^2

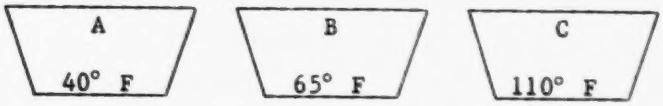
(John Smith at 6 a.m. when the alarm first goes off is not the same John Smith at 6 p.m. after a good evening meal.)

(g) No two things are identical. No one thing is ever the same twice. Everything is in process. This is why words, the symbols of things, can never be exactly precise.

(h) Ask: What is the meaning of "Cold?" "Hot?" This is relative to your experience.

(i) Draw on chalkboard:

Three pails of water:



Directions: Imagine you set out three pails of water. Using a thermometer and hot and cold water, give them the above temperatures. Now imagine that you dip your right hand in Pail C and hold it a few moments. Then take it out and put it in Pail B. How would it feel?

Cold? Put your left hand in Pail A and hold it a moment. Then transfer it to Pail B. How would the water in Pail B feel now? Hot? You see that coldness and hotness are reactions of your skin and body temperature. Coldness and hotness depend on where your hand has been--its relation to the water.

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*Lecture and examples are taken from Power of Words, Stuart Chase, Harcourt, Brace, and Company, New York, 1953.

3. Directions for activity "Communication Problems":

   a. We have problems in communication when we assume that the person we're talking to has the same meaning or definition of a word that we do. (Example: An adult with whom you are talking about entering school may have different meanings attached to the word "nursing" than you. You may associate it with the requirements for a nursing degree. He/she may associate it with being a nurse, perhaps wearing a uniform, helping people, etc.).

   b. Write on the chalkboard the following words:

      blonde
      love
      honor
      welfare
      truth
      college degree

   c. Ask participants to verbally share their first definition of each word, according to what first comes to mind. Ask them what mental images they first associated with a word. (The mental image is based on word associations and is what we usually act on.)

   d. Share and compare word meanings and images. Are they the same? Different? Point out that your answers, definitions, and images are based on your past conditioning, experiences, perceptions.

   e. We need to understand each other's frame of reference in order to understand and communicate with each other.

   f. Each of us lives in our own subjective world--subject to our internal processes and experiences.

4. Directions for activity "Relaxation Break": (optional)

   a. Play the tape, Pachobel's Canon in D, and ask members to stretch and bend their bodies with the music (neck and shoulders, arms, waist, etc.). This helps them "move out" tension and tiredness, helps increase the body's circulation and oxygen.

IV. GUIDED IMAGERY EXERCISE

A. Time required: Thirty minutes.

B. Methods:

1. Guided relaxation/meditation using tape.

2. Leader reads the narrative.

3. Group discussion.

C. Objectives:

1. To further deepen awareness of one's feelings.

2. To strengthen their ability to relax and let go, release stress and tension, and gain an inner calm.

3. To demonstrate this exercise as a way to release stress on a daily basis.

4. To help participants "tune into" a typical adult female who is wrestling with a decision to enter college.

5. To increase staff's empathy, understanding, and feeling for adult students.

6. To increase the faculty of imaging, letting go to the "non-rational" and intuitive aspects of mind.

D. Materials needed:

1. Cassette tape player.

2. Cassette tape: Pachobel's Canon in D.

E. Specific preparation:

1. Read and become familiar with the narrative for "A Few Moments in the Life of Ruth Jones." You may even want to practice reading it aloud to get the desired effect.

2. Be prepared to lead the group in sharing their feelings concerning the above.

F. Steps for conducting exercise "A Few Moments in the Life of Ruth Jones":

1. Ask participants to sit comfortably in chairs, take some deep breaths, and relax. Ask them to close their eyes. While you read the following, play a soft musical tape such as Pachobel's Canon in D as background.

2. Read:

   a. Now take a few deep breaths and let them out slowly. Let go all tension. Let your body get relaxed. Let go. You have only to listen to the sound of my voice as I take you on an imaginary journey.

   b. You are Ruth Jones--a 38-year-old housewife/mother. Your children are ages 10, 12, and 15. Your husband is a coal miner who lost his job two years ago when the mine closed. He hasn't been able to find any other work, and you worry about his unemployment running out, which will happen soon. Where will the money come from? What can you do?

   c. His method of coping is to withdraw into a bad mood and drink. He is drinking every night now, making it harder and harder on the kids, criticizing you and them. You've been struggling to keep the family going, struggling against fear and worry. Yet, you know you have to do something.

   d. For the past few months, you have had something pushing inside you to look for some kind of work, some kind of training for work, to look into getting more education. You know you could not get a job making enough money now--anything that would bring in enough to pay the necessary living expenses. You have done nothing for the past 18 years but raise children, take care of your husband and family, cook, and go to PTA and church meetings. What can you do on the job market? What kind of training could you get? As you think about this, you feel a familiar churning in your stomach, a tightening of breath, tension. What can you do, really?

   e. You did work a short while after graduating from high school, but that was only as a clerk in a small local grocery store. You barely finished your high school work--your grades weren't all that good. Could you learn to study again? For the past 15 years, you've hardly read anything but the newspaper and women's magazines. And math and English--you've forgotten it all. As you think of all of this, your mind spins and your legs feel weak. You'll have to do something. Somebody has to bring in some income. Yet, what are you good for on the job market? Sam, your husband, has always laughed about how slow you are. "She's a good cook," he'd tell his friends, "but don't give her any kind of directions. She'll foul them up for sure!" Over the years, you've come to accept what Sam thinks of you, until you really believe you're dense and stupid. You've been content to stay in the background and let your husband and children take front stage.

f. You know--underneath--that you really want to do something with yourself. The children will be growing up. What will you do with the rest of your life? One part of you wants to prove that you can do something besides cook and keep house. But what? As you sit at the kitchen table drinking your morning coffee, you notice an ad in the newspaper giving the fall schedule of classes at the local community college. Could you apply? Do you dare to? What would you take? You've forgotten all you ever learned in school, and that was so long ago. What would Sam think? You know he won't like it: he's used to having you at home, and he wants his meals on time. The kids are used to your being there when they come home from school, used to a hot meal on the table every evening. You've always put their needs first. You're thinking now, looking at the classes listed to begin in September. "Well, I could call the college and ask. It wouldn't hurt. And I could drive down there and get some information." Your heart begins to beat faster as you think about it. What will you say? You don't even know enough about it to even ask. What will they think when you act so dumb? What if you fail to pass the courses you might sign up for? You're really too old to go to school. What if...

g. Something inside of you is pushing you to pick up the phone and call the number listed on the newspaper ad, the one to call for more information. Hesitantly you dial the number and ask the lady on the line what you need to do to get more information. She tells you that you need to come in now if you're going to register for fall classes.

h. You hang up the phone and feel kind of numb. "I'm going to do it," you tell yourself. "Now--before I change my mind."

i. You are driving down the highway toward the community college, turning into the entrance, driving up the main building where the lady told you to go. As you get out of the car and start into the building, your heart is pounding. You want to turn around and run back to the car, back home into the safety of your kitchen. Yet, something won't let you. Something is pushing you on.

j. You are walking down the long hall of the building. You feel confused, stupid. You can't even remember the directions she gave you about finding the Admissions Office. You get up your courage to ask somebody--one of the young students, you guess. He points the way, and you head down the hall in that direction. All of a sudden you see the sign--Admissions Office. You open the door and walk in. For better or worse, you are here.

3. Directions for processing guided meditation:

   a. As you end the story, ask the group to open their eyes and "come back" again. Ask them to share their feelings as they were guided through the meditation.

   b. Ask: As Ruth Jones, what did you feel? What did you think about yourself, about entering school? Is this typical of some of the adult students you see?

V. WHAT ARE THE NEEDS, CONCERNS, AND FEELINGS OF ADULTS ENTERING SCHOOL FOR THE FIRST TIME?

A. Time required: One hour.

B. Methods:

   1. Brainstorming in small groups.

   2. Listing results on newsprint.

   3. Sharing in small groups.

C. Objectives:

   1. To further emphasize in concrete terms the needs, concerns, and feelings of adult applicants.

   2. To allow for staff members' input and discussion.

   3. To allow for staff to examine their assumptions in regard to adult students.

D. Materials needed:

   1. Newsprint or large paper.

   2. Magic markers (one per group).

   3. Masking tape.

E. Specific preparation:

   1. Become familiar with the process recommended for this activity to ensure the objectives are reached.

   2. Be prepared to circulate among small groups and offer help if needed. Encourage brainstorming and sharing of ideas.

F. Steps for conducting small group activity:

1. Divide the group into small groups of two or three people.
2. Distribute newsprint or large paper for listing, magic markers, and tape for each subgroup.
3. Ask groups to think about and brainstorm the answer for completion of the following sentence:

   Adults who come to school for the first time are _______.

4. Have subgroups list their sentence completions on newsprint, one person volunteering to list as the others call out responses.
5. After listings have been made, ask groups to pick out one statement and make a list of the assumptions behind this statement.

   ex.: Adults who come to school for the first time are unsure of themselves.

   Assumptions behind statement:

   a. Adults haven't been in school for a long time.

   b. They don't know what to expect.

   c. Etc.

6. Repeat the same process (steps 3-5) for the following sentence:

   Adults who come to school for the first time need _______.

7. After brainstorming and listing for the second statement, ask subgroups to come back into one group again. Ask each small group representative to share with the main group what they have listed for both statements and what the assumptions are for each major statement selected.

VI. REVIEW OF THE FINDINGS FOR EDUCATIONAL DEVELOPMENT TASK #1

A. Time required: One hour.

B. Methods:

1. Lecture.
2. Discussion.

C. Objective:

1. To help group understand Educational Development Task #1 and the findings presented in the morning workshop and acquire a working knowledge of the adult educational development process defined by the AEL research.

D. Materials needed:

1. Handout #3 (color: __________), Admissions Model (Appendix A).
2. Handout #4 (color: __________), Listing of Critical Factors Affecting Adults in Making a Commitment to Return to School Organized by the Five Steps in the Admissions Process Model (Appendix A).

E. Specific preparation:

1. Review F 1 and 2 in order to explain framework for LLP research.
2. Review Handout #3 in order to explain its structure.
3. Review Handout #4 in order to discuss the critical facilitating and impeding factors.

F. Steps for conducting lecture:

1. The adult educational development process is the framework for understanding how adult learners progress from their first thought about participating in vocational-technical training to entry into employment or advancement in their career field. This educational development process is defined in terms of five developmental tasks:

   a. Task #1: Making a commitment to return to school.

   b. Task #2: Managing learning.

   c. Task #3: Developing occupational competence.

   d. Task #4: Planning for employment.

   e. Task #5: Becoming employed.

2. Task #1 involves the study of adults as they formulate a commitment to return to school. This task begins with the initial consideration of returning to school, continues throughout the admissions process, and concludes with being accepted and starting classes. The two basic questions that guided the research and development for task #1 are:

a. What factors facilitate and what factors impede adults in making a commitment to return to school?

b. What intervention(s) can be developed and used to enhance those factors that facilitate and to moderate the influence of those factors that impede adults in making a commitment to return to school?

Research on the first question involved identifying critical factors affecting adults in making the commitment to return to school. This research involved a study of adults at two community colleges and focused on the study of adults who completed and those who did not complete the admissions process. The sample was selected from the total population of adults that met the following criteria:

a. Twenty years of age or older.

b. Interrupted educational experience.

c. No prior postsecondary.

d. Enrolled in at least two courses for five credit hours.

Research efforts have resulted in identification of the critical factors that affect adults making the commitment to return to school and the development of a model of the admissions process. The purpose of this activity will be to look at each of these sets of findings.

3. Distribute Handout #3 (color: __________), Admissions Model. Then introduce the general structure, i.e., five stages, institutional procedures, and individual procedures. Steps 2 and 3 generally involve counselors while step 4 and to some degree step 5 involve academic advisors.

4. Distribute Handout #4 (color: __________), Listing of the Critical Factors Affecting Adults in Making a Commitment to Return to School Organized by the Five Steps in the Admissions Process Model. Point out that:

   a. There are five pages, one for each step of the admissions process.

   b. There are two columns on each page, one for facilitating factors and the other impeding factors.

   c. These factors either help or hinder the cultivation of commitment.

   d. The factors are grouped into categories established by the project advisory groups.

   e. Each factor is numbered, designating the importance given it by committees at each research site that were composed of administrators, counselors, faculty, admissions office staff, and adults.

5. Have participants form small groups again and consider the following question: How do adults think and feel during the admissions process? Have each group write their ideas on a large sheet(s) of newsprint. Instruct participants to try to get into the mind of the typical adult in terms of their thoughts and feelings about returning to school. Ask them not to deal with what can be done to help adults at this time. The goal of this exercise is to understand how adults think and feel.

6. Form a large group again and have the newsprint sheets pasted on the wall in a different location than the first set of reports. Then have someone from each group report on their group discussion and findings. Keep track of the individual reports in terms of which group could actually get into and understand the experience of adults and those who were more inclined to deal with the problem in terms of what to do about it. This can be done by using the term descriptive to denote information on how adults think and feel, and prescriptive for information on what can be done about a problem.

7. Ask for someone in the group to summarize what the group has said about how adults think and feel during the admissions. Ask for another person to comment on how well the group was able to internalize adult concerns as opposed to externalizing the problems in being prescriptive.

VII. WHAT IS STAFF'S ROLE IN FACILITATING THE ADMISSIONS PROCESS FOR ADULT STUDENTS?

A. Time required: Thirty minutes.

B. Methods:

   1. Informal discussion.

   2. Brainstorming.

   3. Sharing.

C. Objectives:

   1. To encourage admissions staff to think about their individual job duties, responsibilities, and roles as they relate to easing the way for adults to enter school.

2. To provide a supportive, informal atmosphere that allows staff members to talk out and discuss their job functions, their feelings and ideas of the factors that facilitate or impede their work in helping adult students.

D. Materials needed:

1. Newsprint.

2. Magic markers.

E. Specific preparation:

1. Study objectives relative to this activity.

2. Review F 1, 2, and 3 to prepare yourself for leading a brainstorming session with participants.

F. Steps for conducting activity:

1. Comment on the following and ask: Now that we have examined the feelings and problems of adult students, how do you see your role in all of this? (Process of admitting adults to school.)

2. Ask: What is your job? How do you see it? Try to encourage the following answers: My role is to accept, encourage, inform adult students.

3. Ask: Can you give the necessary encouragement and help to adult students and still get your paperwork done efficiently and effectively?

4. Brainstorm the answers. Ask one participant to list on newsprint the suggestions and comments of the group, according to the following headings:

   a. How I see my job.

   b. Problems involved with doing my job well.

   c. Solutions to these problems.

5. Time will not allow for an in-depth discussion of problems involved in the admissions process or office. Point out that although this workshop focuses on the human elements involved in adults entering school, the group may list their ideas and solutions to making the process work better. A possible next step to improving the process could be to keep the list and discuss it with administrators in charge.

VIII. CONCLUSION OF WORKSHOP

A. Time required: Ten minutes.

B. Methods:

1. Summary by leader.
2. Relaxation exercise.

C. Objectives:

1. To give a sense of closure to the day's activities.
2. To end on a positive note.
3. To provide a way for the group to release any negative feelings that may have resulted from previous discussion.

D. Materials needed:

1. Cassette tape player.
2. Cassette tape: Pachobel's Canon in D.

E. Specific preparation:

1. Practice 2b to obtain a soothing voice tone.

F. Steps for concluding workshop:

1. Summarize or re-cap the major events, concepts, what has been learned, etc., during the day.
2. End with a positive note. If the group has gotten into negative areas during the final discussion, bring them back into a positive state before they leave by the following exercise.
   - a. Ask members to close their eyes and relax, taking some deep breaths and letting them out slowly.
   - b. Put Pachobel's Canon in D on and play if softly while you say the following:
     - (1) Now, as you breath in, let yourself become relaxed. Let go all tension.
     - (2) Pause a few moments while the music plays softly.

(3) Now as you let all tension drain from your body, just imagine you are also letting go all negative thoughts and feelings--all concerns and problems.

(4) Now just imagine that you are surrounded by a bubble of color. It is a beautiful violet color--like spring violets. As you breath in, imagine that you are breathing in this violet color or light. It is filling your lungs, going all over your body, into your mind. It is sweeping out any negative thoughts or feelings. It is washing you clean, leaving you balanced and whole. Let yourself be washed clean by this violet light as you listen to the music...

(5) Let the music play for a few moments.

(6) Now open your eyes and prepare to come back. You are rested and relaxed, revitalized, energized.

(7) As we prepare to leave the workshop, we take this positive feeling with us.

IX. EVALUATION OF WORKSHOP

A. Time required: Twenty minutes.

B. Methods:

1. Use of Evaluation Forms.
2. Brief explanation of the rationale of the evaluation.

C. Objectives:

1. To provide a method for participants to evaluate the session in a substantive way.
2. To collect data on what participants feel are the basic issues to be addressed in making appropriate changes at their respective institutions.

D. Materials needed:

1. Handout #5 (color: __________), Evaluation Form (Appendix A).

E. Specific preparation:

1. Study Evaluation Form and be prepared to answer questions if asked by individuals while completing form.

F. Steps for conducting evaluation:

1. Distribute Handout #5 (color: __________), Evaluation Form, and ask participants to fill out both sides.
2. Explain the purpose and rationale of the evaluation.
3. Allow adequate time for participants to fill out the forms. Have someone stand at each exit to collect an Evaluation Form from each person as he/she leaves.

Appendix A:

Workshop Handouts

		Colors Selected
1:	Workshop Agenda	
2:	Influence of Factor Categories During Admissions Process	
3:	Admissions Model	
4:	Listing of Critical Factors Affecting Adults Making a Commitment to Return to School Organized by the Five Steps of the Admissions Process Model	
5.	Evaluation Form	

HANDOUT #1

SCHOOL ____________________
LEADER ____________________
DATE ____________________

WORKSHOP AGENDA

I. Introduction of Training Session

Time required: Twenty minutes.
Suggested time: 8:30 - 8:50 a.m.

II. Your Own Process of Change and Growth

Time required: One hour.
Suggested time: 8:50 - 9:50 a.m.
Break: 9:50 - 10:00 a.m.

III. Assumptions and Perceptions: The Communication Process

Time required: One hour.
Suggested time: 10:00 - 11:00 a.m.
Lunch Break: 11:00 - 12:15 p.m.

IV. Guided Imagery Exercises

Time required: Thirty minutes.
Suggested time: 12:15 - 12:45 p.m.

V. What are the Needs, Concerns, and Feelings of Adults Entering School for the First Time?

Time required: One hour.
Suggested time: 12:45 - 1:45 p.m.

VI. Review of the Findings for Educational Development Task #1

Time required: One hour.
Suggested time: 1:45 - 2:45 p.m.

VII. What is Staff's Role in Facilitating the Admissions Process for Adult Students?

Time required: Thirty minutes.
Suggested time: 2:45 - 3:15 p.m.

VIII. Conclusion of Workshop

Time required: Ten minutes.
Suggested time: 3:15 - 3:25 p.m.

IX. Evaluation of Workshop

Time required: Twenty minutes.
Suggested time: 3:25 - 3:45 p.m.

HANDOUT #2

Influence* of Factor Categories During Admissions Process

*Type of Influence:

		Facilitating	Impeding
Direct	=	XXXX	0000
Moderate	=	xxxx	oooo
Slight	=	——	----
None	=		

Steps in Admissions Process

	1 Institutions: Contacting Prospective Adult Students Adults: Responding to Initial Information About Learning Opportunities	2 Institutions: Informing Prospective Adult Students Adults: Exploring Personal Relevance of Options	3 Institutions: Evaluating Prospective Adult Students Adults: Deciding to Apply for Admission	4 Institutions: Admitting Adult Students Adults: Finalizing Program Selection	5 Institutions: Registering Adult Students Adults: Completing Registration
Employment Motivation					
Employment Improvement	XXXXX	——	XXXXX		
Financial Assistance, Improvement, or Difficulties					
Financially Able or Have Help	xxxxx	——	XXXXX		XXXXX
Financial Difficulties			00000		00000
Institutional Information and Services					
Receiving Information/Services	xxxxx	xxxxx	XXXXX	xxxxx	xxxxx
Lack of Information/Services		00000	00000	00000	00000
Institutional Characteristics and Processes					
Institutional Characteristics		xxxxx	xxxxx		
Institutional Processes		ooooo	ooooo	00000	00000
Personal Motivators and Apprehensions					
Encouragement from Others	XXXXX				
Personal Competence and Better Future	XXXXX		XXXXX		
Apprehension About Self and Learning Ability	00000	00000	00000	00000	00000
Personal Skills - Time Management and Handling Multiple Responsibilities					
Responsibilities	00000	-----			00000
Time Available			-----	-----	00000

AEL LIFELONG LEARNING P[illegible]AM ADMISSIONS MODEL

ADMISSIONS PROCESS					MATRICULATION PROCESS
STEP 1 INSTITUTIONAL PROCEDURES	STEP 2	STEP 3	STEP 4	STEP 5	
Recruitment Process ——→		Induction Process ——→			
Contacting Prospective Adult Students	**Informing Prospective Adult Students**	**Evaluating Prospective Adult Students**	**Admitting Adult Students**	**Registering Adult Students**	**Monitoring Student Progress**
Contacting and Attracting Adults: (Through Students, Former Students, Staff, Media, etc.)	Providing Information Providing Application Materials Responding to Questions Interviewing	Receiving Application Information: Application Form, Transcripts, Medical Information, Test Results, Interview Data Counseling Receiving Requests for Financial Aid	Selecting Assigning Advisor Advising Orienting	Starting Records Preparing Class Rosters Receiving Funds Assigning Resources, Staff, Room	Advising Reporting on Exceptions Counseling Tutoring
INDIVIDUAL PROCEDURES					
Commitment Process ——→					
Responding to Initial Information About Learning Opportunities	**Exploring Personal Relevance of Program Options**	**Deciding to Apply for Program**	**Finalizing Program Selection**	**Completing Registration**	**Subsequent Vocational Development Tasks**
Receiving Information on School and Programs Offered Responding by Making Written, Phone, or Personal Inquiry Assessing Relevance of General Information General Personal Factors, Self Concept, Prior Learning Experience, Interests, and Goals Personal and Family Circumstances Encouragement From Other Family, Friends, Students, Employer Referral by Education or Community Agency	Learning About Institution and Programs: Location of School, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options Exploring Personal Relevance and General Implications of Information: Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities Clarifying Options Regarding Program Graduation Requirements Exploring Implications for Future: Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement	Understanding Program Requirements and Making Tentative Program Selection Setting Personal and Career Goals Providing Personal Information Seeking Information Seeking Counseling Understanding Institutional Information Planning Finances, Student Loans, Financial Aids	Receiving Academic Advising Understanding Learning Requirements Developing a Schedule Setting Learning Expectations Setting Time Expectations Planning Transportation Arranging Finances	Implementing Decision to Return Completing Registation Process Getting Schedule Approved Paying Fees Organizing Family and Work Responsibility Organizing Self to Participate in Class Organizing Self to Study Implementing Transportation Plans Purchasing Learning Materials	VDT #2→VDT #3→VDT #4

HANDOUT #3

HANDOUT #4

LISTING OF CRITICAL FACTORS AFFECTING ADULTS
MAKING A COMMITMENT TO RETURN TO SCHOOL
ORGANIZED BY THE FIVE STEPS OF THE ADMISSIONS MODEL

Step #1 Admissions Process

Institutional Initiatives: Contacting Prospective Adult Students

- Contacting and Attracting Adults (through students, former students, staff, media, etc.)

Individual Initiatives: Responding to Initial Information About Learning Opportunities

- Receiving Information on School and Programs Offered
- Responding by Making Written, Phone, or Personal Inquiry
- Assessing Relevance of General Information
- General Personal Factors, Self Concept, Prior Learning Experience, Interests and Goals
- Personal and Family Circumstances
- Encouragement from Other Family, Friends, Students, Employer
- Referral by Education or Community Agency

Facilitating Factors

Financial assistance and improvement

24. Become financially independent
67. Veteran's benefits running out
87. Receiving unemployment funds

Institutional information, services, and opportunities

40. Newspaper releases about school and offerings
78. Vocational rehabilitation services

Encouragement from others

7. Immediate family encouragement
28. Friends attending or that attended school
34. Relatives attending or that attended school
51. Encouragement from students currently enrolled
55. Encounters with current or prior students
56. Age of children

Employment improvement

11. Desire for better life
12. Become employed
14. Desire for future job security
17. Get a better job
19. Have a better future
21. Currently laid off or unemployed
25. Encouragement from employer or work mates
30. Increase income
33. Find satisfying employment
38. Past work experience getting nowhere
41. Facilitate career change
47. Enter a specific occupation
57. Contribute to family support
59. Current job
69. Desire to be a professional
82. Get off welfare

Personal competence and better future

15. Personal improvement
16. Personal determination
23. Desire to succeed
26. Own motivation
29. Further education
37. Improve self-image
44. Have something meaningful to do
45. Doing something for self
49. Get a degree
64. The "right time" to return
68. Knowing what s/he wants out of life
70. Being more mature
75. Positive attitude toward life
83. Be able to do something well
89. Curiosity
95. Set example for children

Not related to 16 most critical factors

90. High school counseling services
91. Good comprehension
94. Community mental health counseling services
100. Had many of the courses in high school

Impeding Factors

Apprehension about self and learning ability

2. Low self confidence
7. Work schedule
8. Self doubts
15. Being out of school so long
25. Age
32. Having done poorly in high school
40. Afraid of having forgotten so much
44. Not being ready to return to school
55. Difficulty concentrating
74. Lazy

Handling multiple responsibilities

16. Caring for family
24. Having young children
52. Nature of work responsibility
64. Taking care of parent or sick children
76. Having teenage children
79. Having a child with learning disability
85. Recreational interests and activities

Time management

45. Stress from work

Not related to 15 most critical factors

54. Distance of home to school
81. Low energy
86. Phlebitis
88. Back injury
89. Gall bladder surgery

Step #2 Admissions Process

Institutional Initiatives: Informing Prospective Adult Students

- Providing Information
- Providing Application Materials
- Responding to Questions
- Interviewing

Individual Initiatives: Exploring Personal Relevance of Options

- Learning About Institutions and Programs (Location of school, Programs Offered, Admissions Staff, Counselors, Costs, Financial Aid, Transportation Options)
- Exploring Personal Relevance and General Implications of Information (Personal Goals, Family, Work, Health, Personal Crisis, Other Interests and Responsibilities)
- Clarifying Options Regarding Program Graduation Requirements
- Exploring Implications for Future (Personal Growth, Employment, Career, Income, Standard of Living, Social Involvement)

Facilitating Factors

Financial assistance and improvement

87. Receiving unemployment funds

Institutional information, services, and opportunities

22. Admissions staff
61. College catalog

Institutional characteristics

88. Size of school
97. Attractiveness of building

Employment improvement

92. Past training

Personal competence and better future

65. Rebuild basic skills
73. The challenge
76. Intellectual ability
80. Success in getting GED
96. Ability to get along with people

Not related to 16 most critical factors

86. Good study habits

Impeding Factors

Apprehension about self and learning ability

2. Low self confidence
3. Not knowing what to expect
13. Doubt ability to do classwork
27. Afraid to compete with younger students
31. Afraid of not being accepted by younger students
51. Being able to do homework
63. Getting the brain working again

Confusion/unfamiliarity with institutional process

33. Unfamiliar with buildings, room, staff, and procedures
92. Initial greeting by faculty and staff (L)

Handling multiple responsibilities

9. Spouse's opposition or lack of support

Lack of information and services

41. Indifference of staff
62. Insufficient supply of college catalogs
90. Personal one to one contact

Not related to 15 most critical factors

35. Transportation

Step #3 Admissions Process

Institutional Initiatives: Evaluating Prospective Adult Students

- Receiving Application Information (Application Form, Transcripts, Medical Information, Test Results, Interview Data)
- Counseling
- Receiving Requests for Financial Aid

Individual Initiatives: Deciding to Apply for Program

- Understanding Program Requirements and Making Tentative Program Selection
- Setting Personal and Career Goals
- Providing Personal Information
- Seeking Information
- Seeking Counseling
- Understanding Institutional Information
- Planning Finances, Student Loans, Financial Aids

Facilitating Factors

Financial assistance and improvement

1. Lower aid programs
2. Lower education costs
9. Financial aid counseling services
36. Adequate personal or family finances
50. Employer financial assistance
58. Family financial support
81. Displaced homemaker program
85. Having a loan

Institutional information, services, and opportunities

3. School's counseling services
4. Programs offered
13. Admissions information
18. Program information
20. Information about school and programs
27. Knowledge about school and programs
32. Instructors
39. Atmosphere of school
42. Transfer program to four year institution
46. School's reputation
63. Tutoring services
66. Remedial/developmental courses
71. Accreditation

Institutional characteristics

5. Location of school
43. Availability of transportation

Employment improvement

8. Improve job knowledge or skills
10. Promotion or advancement
52. Opportunities for career exploration
53. Have sufficient income
60. Interest in special field of work
72. Employment experiences in field of interest
77. Start own business
84. Occupational knowledge

Personal competence and better future

54. Work on goal
74. Opportunities for social involvement
79. Intellectual stimulation

Not related to 16 most critical factors

93. More freedom than in high school
98. Pretty women
99. God's will
101. Had many of the courses in high school

Impeding Factors

Financial difficulties

1. Finances
11. Limited personal/family income
59. Becoming unemployed and losing income

Apprehension about self and learning ability

18. Being undecided about personal and program goals
42. Getting back into the routine of school
47. Forgot how to study
53. Feeling of having done poorly on admissions test
57. Afraid of not being accepted into desired program
66. Forcing self to learn again

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help

Time management

49. Time required to complete program on part-time basis

Lack of information and services

21. Lack of career plan
29. Not having talked to anyone
39. Having to take admissions examinations
90. Personal one to one contact 9L)

Step #4 Admissions Process

Institutional Initiatives: Admitting Adult Students

- Selecting
- Assigning Advisor
- Advising
- Orienting

Individual Initiatives: Finalizing Program Selection

- Receiving Academic Advising
- Understanding Learning Requirements
- Developing a Schedule
- Setting Learning Expectations
- Setting Time Expectations
- Planning Transportation

Facilitating Factors

Institutional information, services, and opportunities

6. Academic advising
62. Orientation program

Impeding Factors

Apprehension about self and learning ability

18. Being undecided about personal and program goals
22. Fear of not being able to "keep up"
34. Anxiety over being capable of doing the work
57. Afraid of not being accepted into desired program
67. Not being able to directly enter nursing program

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help
19. Access to information on programs
33. Unfamiliar with buildings, room, staff, and procedures
38. Access to school staff for information
48. Program requirements different than expected
84. Pessimism projected in nursing orientation
92. Initial greeting by faculty and staff (L)

Time management

58. Being able to complete program in 2 years

Lack of information and services

23. Finding and meeting advisors
30. Not having counseling
36. Insufficient time for counseling
41. Indifference of staff
50. Receiving conflicting information from advisors
65. Inappropriateness of orientation programs
90. Personal one to one contact (L)

Not related to 15 most critical factors

37. Math skills
56. English composition
71. Having additional classes recommended
93. Typing skills

Step #5 Admissions Process

Institutional Initiatives: Registering Adult Students

- Starting Records
- Preparing Class Rosters
- Receiving Funds
- Assigning Resources, Staff, Room

Individual Initiatives: Completing Registration

- Implementing Decision to Return
- Completing Registration Process
- Getting a Schedule
- Paying Fees
- Organizing Family and Work Responsibility
- Organizing Self to Participate in Class
- Organizing Self to Study
- Implementing Transportation Plans
- Purchasing Learning Materials

Facilitating Factors

Institutional information, services, and opportunities

22. Admissions staff
31. Instructor assistance
35. Registration process
48. Extra help from instructors

Impeding Factors

Financial difficulties

1. Finances
14. Not getting financial aid
28. Time required to secure financial aid

Apprehension about self and learning ability

60. Scared during registration
68. Shock of going to school full time
70. "Others seem to know what is going on"
73. Attitude and immaturity of younger students

Confusion/unfamiliarity with institutional process

3. Not knowing what to expect
5. Not knowing where to go for help
10. Becoming confused during registration
20. Getting the "run around" during registration
26. Registration process long and complicated
33. Unfamiliar with buildings, room, staff, and procedures
43. Access to counselors during registration

Handling multiple responsibilities

4. Scheduling classes around personal responsibilities
6. Time to do everything
7. Work schedule
12. Family conflict
17. Finding/keeping a babysitter
46. Finding adequate study time
75. Doing housework chores
83. Religious interests and activities
85. Recreational interests and activities

Time management

6. Time to do everything
7. Work schedule
80. Finding a place to study

Lack of information and services

5. Not knowing where to go for help
10. Becoming confused during registration
36. Insufficient time for counseling
41. Indifference of staff
61. Disinterest in prerequisite courses

Not related to 15 most critical factors by at least

35. Transportation
69. Parking at school #1
82. Social interests and activities
87. Walk up and down hill at school #2

HANDOUT #5

Name ____________________
Title ____________________
Division ____________________
Department ____________________

INSTITUTION ____________________
STAFF DEVELOPMENT WORKSHOP
DATE ____________________

Evaluation Form for Task #1 Intervention:
Staff Training Package: Admissions Office and Support Staff

1. What are your general reactions to the research findings on the study of adults during the admissions process?

2. What specific problems do you feel need to be addressed by your office to improve work with adults?

3. What additional specific changes do you feel would help solve these problems?

-over-

4. What policy questions or issues do you feel need to be addressed by your school in assisting adults returning to school?

   Issue #1:

   Issue #2:

5. How do you feel these research findings affect your own role in working with adults?

6. What additional information or training would you like to have with regard to your work and contact with adults during the admissions process?